

Priviet Social Sciences Journal

Volume 6
Issue 2 February, 2026

Article 36

16-02-2026

The effect of digital literacy on women's intentions to report gender-based violence among womenspirasi summit participants

Mujahidah Afifah, Ruhimat, Koesworo Setiawan

To cite this article: Afifah, M., Ruhimat, R., & Setiawan, K. (2026). The effect of digital literacy on women's intentions to report gender-based violence among womenspirasi summit participants. *Priviet Social Sciences Journal*, 6(1), 375-391.
<https://doi.org/10.55942/pssj.v6i2.1623>

To link to this article: <https://doi.org/10.55942/pssj.v6i2.1623>



Follow this and additional works at:
<https://journal.privietlab.org/index.php/PSSJ>

Priviet Social Sciences Journal is licensed under a Creative Commons Attribution 4.0 International License.

This PSSJ: Original Article is brought to you for free and open access by Privietlab. It has been accepted for inclusion in Priviet Social Sciences Journal by an authorized editor of Privietlab Journals

Full Terms & Conditions of access and use are available at: <https://journal.privietlab.org/index.php/PSSJ/about>



The effect of digital literacy on women's intentions to report gender-based violence among womenspirasi summit participants

Mujahidah Afifah*, Ruhimat, Koesworo Setiawan

Universitas Djuanda, Tol Ciawi No.1, Ciawi, Kabupaten Bogor, Jawa Barat 16720, Indonesia

*e-mail: mujahidahafifah03@gmail.com

Received 30 December 2025

Revised 10 February 2026

Accepted 16 February 2026

ABSTRACT

This study examines the effect of digital literacy on women's intentions to report gender-based violence among participants of the Womenspirasi Summit. Employing a quantitative explanatory design, data were collected through an online survey distributed to 212 female participants selected using purposive sampling. Digital literacy was measured using a multidimensional framework adapted from UNESCO, while reporting intention was analyzed through the Theory of Planned Behavior, encompassing attitudes toward the behavior, subjective norms, and perceived behavioral control. Data were analyzed using descriptive statistics and simple linear regression with IBM SPSS 25. The findings indicate that participants exhibit a very high level of digital literacy (mean = 4.34) and a very strong intention to report gender-based violence (mean = 4.54). Regression analysis demonstrates that digital literacy has a positive and statistically significant effect on reporting intention ($\beta = 0.498$; $p < 0.001$), accounting for 61.2% of the variance in reporting intention. These results suggest that digital literacy enhances women's perceived control over the reporting process, fosters positive attitudes toward reporting, and strengthens supportive social norms within digital and community-based environments. The study concludes that digital literacy is a key determinant in increasing women's intentions to report gender-based violence, highlighting the importance of integrating digital literacy development into gender-based violence prevention and response strategies to address underreporting and promote access to justice.

Keywords: digital literacy; reporting intention; gender-based violence; women empowerment; theory of planned behavior

priviet lab.
RESEARCH & PUBLISHING



Priviet Social Sciences Journal is licensed under a Creative Commons Attribution 4.0 International License.

1. INTRODUCTION

Violence against women is a multidimensional problem that continues to pose a serious challenge to social development and human rights agendas in Indonesia. Despite the establishment of various regulatory and institutional frameworks aimed at protecting women from gender based violence, empirical realities indicate that the prevalence of violence has continued to increase. Data from the National Commission on Violence against Women recorded 330,097 cases of violence against women throughout 2024, representing an increase of 14.17 percent compared to the previous year ([United Nations Indonesia, 2024](#)). This increase not only reflects the high incidence of violence but also signals unresolved structural problems within systems of prevention, protection, and response to violence against women. Furthermore, the distribution of violence cases shows that the private sphere, particularly the household, remains the dominant locus of violence against women. This condition suggests that gender based violence is deeply embedded in unequal power relations within social and familial structures, as well as in cultural norms that frequently normalize domination and control over women. Violence occurring in private spaces tends to be more concealed, personal, and repetitive, making it less visible to public scrutiny and state intervention. As a result, many cases persist over extended periods without detection or formal legal response.

This phenomenon is closely associated with the problem of underreporting, a condition in which the number of cases recorded administratively is far lower than the actual prevalence of violence. The National Survey of Women's Life Experiences in 2024 revealed that one in four women aged 15 to 64 in Indonesia had experienced physical or sexual violence during their lifetime ([Ministry of Women's Empowerment and Child Protection, 2025](#)). However, data from the Online Information System for the Protection of Women and Children recorded only 14,039 reports as of early July 2025 ([Ministry of Women's Empowerment and Child Protection, 2025](#)). This substantial disparity between survey data and official reporting data indicates that the majority of survivors choose not to report their experiences to formal institutions. Low reporting rates should not be understood merely as an individual failure on the part of survivors, but rather as a reflection of systemic shortcomings in creating environments that are safe, inclusive, and responsive to victims of violence. Numerous studies demonstrate that survivors' decisions not to report are shaped by a combination of structural, social, and psychological factors, including social stigma, feelings of shame, fear of revictimization, economic dependence on perpetrators, and limited trust in law enforcement institutions ([United Nations Indonesia, 2024](#)). Within patriarchal social contexts, survivors are often confronted with victim blaming mechanisms and the normalization of violence, causing reporting to be perceived as socially and personally risky.

These conditions are reinforced by field findings indicating that the primary obstacle in addressing violence against women lies at the initial stage of the legal process, namely the survivor's willingness to report. Interviews with officers of the Women and Children Protection Unit of the Mamuju Tengah Police revealed that as long as survivors are unwilling to report, institutional efforts to follow up on violence cases cannot function optimally ([Arifin, 2025](#)). This statement underscores that the effectiveness of women's protection systems is highly dependent on survivors' reporting intentions, which serve as the primary prerequisite for activating legal mechanisms and state protection. From a behavioral perspective, reporting intention is understood as an individual's cognitive and affective predisposition to decide whether to report experiences of violence to authorities or relevant institutions. Reporting intention does not emerge spontaneously but is shaped through rational and social deliberation processes involving knowledge, risk perception, cost benefit evaluation, and the availability of social support. Therefore, low reporting intention reflects limited access to adequate informational resources, protection mechanisms, and empowerment opportunities for survivors.

Alongside the rapid development of information and communication technologies, digital spaces offer strategic potential to address some of these structural barriers. Digital transformation has reshaped how individuals access information, interact with institutions, and build social networks. Within this context, digital literacy emerges as a key capacity that determines the extent to which individuals can utilize digital technologies effectively, critically, and responsibly to meet their informational and social needs. Digital literacy is no longer confined to technical skills in operating digital devices, but encompasses the

ability to access, evaluate, verify, and critically use digital information in decision making processes. [Yuniar et al. \(2019a\)](#) emphasize that digital literacy has evolved into a strategic instrument for women to enhance autonomy, competence, and social participation. In the context of gender based violence, digital literacy holds the potential to function as an empowerment mechanism that enables women to recognize violent experiences as violations of rights rather than merely personal or domestic issues.

Digital environments provide access to a wide range of legal information resources, reporting services, and support networks that were previously difficult for survivors of violence to reach. With adequate digital literacy, women can obtain accurate information regarding legal rights, reporting procedures, and institutions authorized to handle violence cases. Moreover, interaction through digital platforms facilitates the formation of support communities that help reduce feelings of isolation and increase survivors' courage to take reporting action. International reports consistently highlight the strategic role of digital literacy in enhancing rights awareness and civic participation. [UNESCO \(2020\)](#) states that digital literacy contributes to strengthening individuals' capacity to access public services, interact with formal institutions, and navigate online complaint systems. In the context of violence against women, digital literacy enables survivors to identify various forms of violence, understand legal consequences, and select reporting pathways that are safest and most appropriate to their circumstances.

Nevertheless, the relationship between digital literacy and reporting intention among women survivors of violence has not been sufficiently examined empirically, particularly within the Indonesian social context. Most existing studies focus on digital literacy as a tool for general education or violence prevention, without specifically analyzing its influence on survivors' reporting decisions. Yet, empirical understanding of this relationship is crucial for designing evidence based interventions capable of enhancing the effectiveness of women's protection systems. Within this context, the Womenspirasi Summit represents a relevant setting for examining the effect of digital literacy on women's intentions to report violence. As a forum attended by educated women with high exposure to empowerment discourse and digital information access, Womenspirasi Summit participants constitute a strategic group for understanding how digital literacy operates in shaping reporting intentions. However, relatively high levels of education and digital access do not automatically guarantee the emergence of reporting intentions, making empirical investigation essential.

Based on the foregoing discussion, this study aims to empirically examine the effect of digital literacy on women's intentions to report violence among participants of the Womenspirasi Summit. The study is expected to contribute theoretically to the development of digital literacy and gender based violence scholarship, as well as practically to policy formulation and intervention programs oriented toward strengthening reporting capacity and sustainable protection for women.

2. LITERATURE REVIEW

2.1. Digital Literacy

Digital literacy is a central concept in the study of the information society, whose meaning has continuously expanded alongside the development of digital technologies and changes in patterns of social interaction. In its early formulation, digital literacy was often narrowly understood as technical proficiency in operating digital devices. However, contemporary scholarship demonstrates that digital literacy has evolved into a complex set of competencies encompassing technical, cognitive, critical, and social dimensions in the responsible use of digital technologies. [Suherdi et al. \(2021\)](#) defines digital literacy as individuals' knowledge and skills in using digital media, modern communication tools, and internet networks to locate, evaluate, use, create, and utilize information wisely, intelligently, and in compliance with legal norms and social ethics. This definition emphasizes that digital literacy extends beyond technical ability to include individuals' reflective capacity to assess the quality, validity, and implications of digital information that is both consumed and produced.

Within digital societies characterized by information overload, digital literacy functions as a protective mechanism that enables individuals to avoid disinformation, information manipulation, and harmful digital content. [Ruhimat et al. \(2025\)](#) argue that low levels of digital literacy may lead to flawed

decision making, the reproduction of misinformation, and heightened vulnerability to digital exploitation. Conversely, individuals with high digital literacy tend to demonstrate stronger critical thinking skills, greater capacity to verify information sources, and the ability to strategically utilize digital technologies for personal and social purposes. UNESCO positions digital literacy as an integral component of human capacity development in the digital era. Digital literacy is defined as the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technologies in support of work, entrepreneurship, and meaningful social participation (UNESCO, 2025). This perspective frames digital literacy not merely as an individual skill set, but as an empowerment instrument oriented toward improving quality of life and civic engagement.

The Global Framework of Reference on Digital Literacy Skills developed by UNESCO (2018) conceptualizes digital literacy as a constellation of competencies, including device and software operation, information and data literacy, communication and collaboration, digital content creation, digital safety, problem solving, and career related competencies (Yunandara, 2025). This framework underscores the integrative nature of digital literacy, emphasizing that technical and nontechnical aspects are inseparable and collectively shape holistic digital capacity. Aligned with this framework, Safitri et al. (2025) argue that digital literacy is a multidimensional concept that can be examined through several core dimensions. In the context of women's empowerment and awareness of violence reporting, digital literacy in this study is classified into three primary dimensions, namely functional competence, critical competence, and social competence. This classification enables a more contextual analysis of how digital literacy operates in shaping awareness, attitudes, and behavioral intentions.

Functional competence represents the foundational dimension associated with operational skills in using hardware, software, and digital applications effectively. This dimension includes understanding digital infrastructure, navigating applications, and utilizing technological features for specific purposes (Safitri et al., 2025). In the context of violence against women, functional competence encompasses the ability to access official reporting applications, upload digital evidence, and utilize online communication channels provided by women's protection institutions. Without adequate functional competence, access to digital reporting systems becomes constrained and may hinder reporting intention. Critical competence reflects the cognitive and reflective dimension of digital literacy. This dimension relates to individuals' capacity to access, evaluate, and utilize digital information rationally and responsibly, including the ability to identify digital risks and solve problems (Safitri et al., 2025; Yunandara, 2025). Aswan (2023) and Hildawati et al. (2024) emphasize that critical competence involves analytical and creative thinking skills necessary for navigating the complexity of digital environments. In the context of gender based violence, critical competence enables women to distinguish official information from misleading content, recognize forms of digital violence, and understand the legal and social implications of reporting actions.

Social competence represents the interpersonal and ethical dimension of digital literacy. This dimension includes the ability to communicate, collaborate, and build healthy social relationships in digital spaces while upholding ethical principles, responsibility, and privacy awareness (Hildawati et al., 2024). Sugihartati (2022) highlights that social competence is a prerequisite for the formation of responsible digital citizenship. Within this study, social competence allows women to build online support networks, safely share experiences, and participate in advocacy communities that reduce feelings of isolation and strengthen the courage to report violence. These three dimensions of digital literacy are interrelated and inseparable. Mastery of functional competence without critical competence may expose individuals to information misuse, while critical competence without social competence may limit the ability to mobilize social support. Therefore, comprehensive digital literacy requires balanced integration across all three dimensions (Hildawati et al., 2024). In this study, digital literacy is positioned as a variable that theoretically and empirically holds the potential to influence women's intentions to report violence, particularly among educated women such as participants of the Womenspirasi Summit.

2.2. Theory of Planned Behavior

The Theory of Planned Behavior (TPB) is one of the most influential behavioral theories explaining the relationship between attitudes, intentions, and human behavior. This theory was developed

as an extension of the Theory of Reasoned Action through the inclusion of perceived behavioral control to explain behaviors that are not entirely under individual control (Purwanto et al., 2022). The addition of this construct enhances the relevance of the theory for analyzing complex behaviors shaped by structural and situational factors. TPB is grounded in the assumption that individuals act rationally by considering available information and the potential consequences of actions prior to decision making. Within this framework, behavioral intention is viewed as the most immediate determinant of actual behavior, while intention itself is shaped by attitudes toward the behavior, subjective norms, and perceived behavioral control (Nazarudin & Sayd, 2023).

Attitude toward the behavior reflects individuals' evaluations of whether a particular behavior is perceived as beneficial or harmful. This attitude is formed through beliefs regarding the expected consequences of performing the behavior. In the context of reporting violence against women, attitude relates to individuals' perceptions of reporting benefits such as legal protection and justice, as well as perceived risks including social stigma and revictimization. Subjective norm refers to individuals' perceptions of social expectations and pressures from significant others such as family members, peers, and community groups (Nazarudin & Sayd, 2023). Subjective norms play a significant role in collectivist societies, where individual decisions are often shaped by social acceptance. In the context of gender based violence, subjective norms may act as barriers when social environments encourage silence, or as facilitators when strong social support exists.

Perceived behavioral control reflects individuals' beliefs regarding their capacity and control over performing a behavior, including access to resources and opportunities (Purwanto et al., 2022). In the context of violence reporting, this component relates to perceptions of reporting system accessibility, survivor safety, and the effectiveness of case handling institutions. Previous studies indicate that limited access to information and resources remains a significant obstacle to strengthening reporting intentions (Halim, 2025). In this study, the TPB serves as the theoretical framework for explaining how digital literacy may influence women's intentions to report violence. Digital literacy is understood to contribute to more positive attitudes toward reporting, expand subjective norms through supportive digital networks, and enhance perceived behavioral control through access to information and digital reporting systems.

2.3. Violence Against Women

Violence against women is a complex and multidimensional social phenomenon that is globally recognized as a violation of human rights and a serious public health concern (Sulaeman et al., 2022). This form of violence encompasses a wide range of gender based acts that result in physical, sexual, psychological, and economic harm to women. Conceptually, violence against women is defined as any gender based act that causes or has the potential to cause suffering or harm to women, whether occurring in public or private spheres (Sodah, 2023). Empirical evidence indicates that most cases of violence occur within domestic relationships and are perpetrated by individuals closest to the victim, reinforcing emotional and economic dependency and further constraining reporting efforts (Hidayat, 2021).

The causes of violence against women are structural and interconnected, including patriarchal culture, economic pressure, social constructions that normalize violence, and weak access to legal protection (Hendra et al., 2022; Jadi, 2021). The impacts of violence extend beyond physical harm to include long term psychological consequences that affect survivors' quality of life and social participation. Within the context of this study, conceptual understanding of violence against women provides a critical foundation for analyzing how digital literacy may enhance reporting intention. With adequate digital literacy, women possess the capacity to recognize violence as a rights violation, access reporting systems, and mobilize social support, thereby strengthening survivors' positions in efforts toward protection and justice.

3. RESEARCH METHOD

3.1. Research Approach and Design

This study employs a quantitative approach with an explanatory research design. The quantitative approach was selected because the study aims to measure variables objectively through numerical data and to examine the effect between variables using statistical analysis. This approach enables a systematic explanation of social phenomena based on measurable levels of digital literacy and intentions to report violence against women among participants of the Womenspirasi Summit. An explanatory research design was applied because the primary focus of the study is to explain the causal relationship between digital literacy as the independent variable and intention to report violence against women as the dependent variable. The study is confirmatory in nature, as the examination of relationships between variables is grounded in previously established theoretical frameworks, particularly literature on digital literacy and the Theory of Planned Behavior. Through this design, the study not only describes the phenomenon but also empirically tests the extent to which digital literacy influences the formation of reporting intentions related to violence against women.

3.2. Population and Sample

The population of this study consists of all participants of the Womenspirasi Summit, totaling 450 individuals. The population was defined specifically to ensure that the generalization of research findings remains clear and relevant to the context of the study. Participants of the Womenspirasi Summit were selected because they represent a group of women with access to digital spaces and exposure to women empowerment issues, making them particularly relevant for examining the relationship between digital literacy and intentions to report gender based violence. The research sample comprised 212 respondents, determined using the Slovin formula with a margin of error of 5 percent. A purposive sampling technique was employed, with inclusion criteria consisting of female participants who had attended the Womenspirasi Summit and were willing to participate in the study. The use of purposive sampling was considered appropriate because the study required respondents with characteristics aligned with the research objectives. The resulting sample size was deemed representative for testing the effect of digital literacy on reporting intentions within the studied population.

3.3. Data Collection and Analysis Techniques

Data were collected through both primary and secondary sources. Primary data were obtained through the distribution of an online questionnaire using the Google Forms platform. The research instrument was designed in the form of closed ended questions using a five points Likert scale to measure levels of digital literacy and intentions to report violence against women in a structured manner. The use of an online questionnaire was chosen due to its efficiency, accessibility for geographically dispersed respondents, and alignment with the study's focus on digital literacy. Secondary data were collected through a literature review of relevant academic journals, reference books, and reports from official institutions related to digital literacy and violence against women. These data were used to strengthen the theoretical framework and to provide empirical context for the discussion of research findings. Data analysis was conducted using descriptive and inferential statistics. Descriptive statistics were employed to describe respondent characteristics and data tendencies for each research variable. Inferential statistics were used to test the research hypothesis regarding the effect of digital literacy on intention to report violence against women. As the study involved one independent variable and one dependent variable, simple linear regression analysis was used as the primary analytical technique. This analysis aimed to determine the direction, strength, and statistical significance of the effect of digital literacy on reporting intention. Prior to inferential analysis, the research instrument was tested for validity and reliability to ensure measurement accuracy and consistency.

3.4. Research Setting

The study was conducted online through the distribution of an electronic questionnaire to respondents. The selection of a virtual research setting was based on the geographically dispersed nature of the population and its alignment with the research variable related to digital literacy. Although data collection was carried out online, the unit of analysis remained individual participants of the Womenspirasi Summit. Therefore, the research setting is conceptualized as the virtual space in which research interactions occurred.

4. RESULT

4.1. Respondent Characteristics and Interpretative Consequences

Describing respondent characteristics serves not merely as a methodological complement, but also as a foundation for assessing the validity of the research's inferences. In studies linking digital literacy to intentions to report violence against women, demographic structure, particularly age, influences the intensity of technology exposure, information consumption patterns, and potential access to support networks. Therefore, the description of respondent characteristics needs to be read as a "social context" that shapes how respondents relate to digital spaces and issues of gender-based violence.

Table 1. 1Identity Based on Age

Age	Amount	Presentation
12-18 years	42	19.8%
19-24 years	167	78.8%
>25 years	3	1.4%
Total	212	100%

The age composition of respondents shows a predominance of the younger age group, which sociologically is often associated with high technology adoption, closeness to social media, and faster access to information compared to older age groups. In Table 1, the majority of respondents are in the 19–24 age range, followed by 12–18 years old, and a very small proportion are over 25 years old. Analytically, this composition makes the research findings very strong in explaining the behavior and intentions of groups close to technology, but requires caution when the findings are drawn to explain women across ages who may face different barriers (e.g., limited device access, partner/family control, economic dependence, or more restrictive cultural norms). The predominance of young people also has epistemic implications for how respondents interpret violence and reporting. Younger age groups tend to be more exposed to gender equality discourse, anti-violence campaigns, and advocacy narratives in digital spaces; this exposure can strengthen problem recognition, allowing individuals to more quickly identify behavior as violence. However, high exposure can also generate normative pressure within the community, potentially shifting respondents' answers particularly regarding "intention to report" toward socially desirable responses (considered morally correct). Therefore, age characteristics are not merely background information, but rather contextual variables that need to be considered when interpreting relatively high scores on digital literacy and reporting intentions.

4.2 Digital Literacy Profile of Womenspirasi Summit Participants as a Reporting Capability

In this study, digital literacy is not treated as a neutral technical skill, but rather as a capability: a functional-cognitive-social ability that enables individuals to access information, assess credibility, manage risks, and take technology-based actions. In the context of violence against women, digital capabilities become relevant because reporting depends not only on courage but also on procedural knowledge, access to formal channels, and the ability to secure identity and evidence. In other words, digital literacy functions as a "personal infrastructure" that supports reporting.

Table 2Summary of Digital Literacy Variable Results

No	Indicator	Score	Category
1	Device & Software Operation	4.34	Very good
2	Information and Data Literacy	4.28	Very good
3	Communication and Collaboration	4.26	Very good
4	Digital Content Creation	4.37	Very good
5	Digital Security	4.42	Very good
6	Problem Solving	4.45	Very good
7	Career Related Competencies	4.24	Very good
Average score of Digital Literacy variable (X)		4.34	Very good

Source: Processed using IBM SPSS 25

In aggregate, the digital literacy level of Womenspirasi Summit participants is in the very high category. This is reflected in the variable recapitulation in [Table 2](#), which shows an average digital literacy score of 4.34 (very good category). Interpretatively, this high average indicates that respondents as a community have relatively even digital readiness, which can narrow the gap in information access among them. However, from a critical analysis perspective, very high scores can also indicate the possibility of a ceiling effect, where the distribution of answers is concentrated at the upper end, thus reducing the instrument's sensitivity to distinguishing between "good" and "very good" respondents. Consequently, the statistical relationship between digital literacy and reporting intentions may appear very strong in a homogeneous group, but needs to be retested in a more heterogeneous population.

The operational capability dimension is an important entry point for assessing whether respondents possess the minimum prerequisites for using digital reporting channels. In practice, formal reporting systems require the ability to access websites/apps, complete forms, upload evidence, and overcome simple technical challenges. In communities with low operational literacy, technical barriers often become the "first barrier" that stops the reporting process even before psychological factors take hold. In this study, representative indicators of operational capability are shown in [Table 3](#). The findings in this table demonstrate a very positive response trend, indicating respondents are relatively capable of navigating basic digital procedures. Critically, this indicates that in this group, reporting barriers are more likely to stem from other factors such as the risk of stigma, fear of perpetrators, or distrust of institutions rather than technical incompetence.

Table 3. Frequency Distribution of Technical Problem Solving Statements

I can solve simple technical issues such as weak internet connection or application errors when using digital devices for reporting.						
No	Alternative Answers	F	(X)	F(X)	%	$\Sigma \frac{F(X)}{n}$
1	Strongly Disagree	0	1	0	0.00%	4.27
2	Don't agree	4	2	8	1.89%	
3	Neutral	31	3	93	14.62%	
4	Agree	80	4	320	37.74%	
5	Strongly agree	97	5	485	45.75%	
Amount		212	15	906	100.00%	

Source: Processed using IBM SPSS 25

However, effective digital literacy for reporting violence is not just about being able to use a device; it is primarily about information literacy. Regarding gender-based violence, the flow of digital information is often filled with distortions: hoaxes, misinformation about legal procedures, victim-blaming narratives, and the normalization of psychological violence. If individuals lack the ability to evaluate information, widespread access can actually exacerbate confusion and discourage reporting.

Table 4. Frequency Distribution of Statements Identifying Forms of Violence

I can identify forms of violence through the digital content I access.						
No	Alternative Answers	F	(X)	F(X)	%	$\Sigma \frac{F(X)}{n}$
1	Strongly Disagree	1	1	1	0.47%	4.37
2	Disagree	2	2	4	0.94%	
3	Neutral	21	3	63	9.91%	
4	Agree	81	4	324	38.21%	
5	Strongly Agree	107	5	535	50.47%	
Total		212	15	927	100.00%	

Source: Processed using IBM SPSS 25

This is where indicators that measure the ability to recognize forms of violence and filter credible information become crucial. Representative indicators of information literacy are reflected in Table 4. High scores in this table can be interpreted as increased "diagnostic ability" the ability to distinguish between acts that constitute violence and those that do not. Theoretically, this diagnostic ability is a cognitive prerequisite for forming an intention: a person will not intend to report if they do not identify themselves/the victim as experiencing violence worthy of attention.

Digital security is a crucial dimension that often determines whether someone dares to move from awareness to intention. Violence against women often involves power relations and threats; in such circumstances, the risk of identity leaks, the dissemination of evidence, or retaliation in the digital space becomes highly sensitive. Even when a victim has sufficient information, she may refrain from reporting if she feels that digital reporting will threaten her safety or privacy. Representative indicators of digital security are reflected in Table 5, which demonstrate a high level of ability to secure personal data. Critically, this finding strengthens the argument that respondents possess "perceived digital safety," which can enhance their sense of control. However, it is important to emphasize that knowledge about security does not necessarily equate to consistent security practices. Therefore, the most accurate interpretation is that respondents perceive themselves as possessing protective capabilities, which psychologically can reduce the barriers to intention.

Table 3Frequency Distribution of Personal Data Security Statements

I know how to protect my personal data when searching for information online about violence against women.						
No	Alternative Answers	F	(X)	F(X)	%	$\Sigma \frac{F(X)}{n}$
1	Strongly Disagree	1	1	1	0.47%	4.38
2	Don't agree	4	2	8	1.89%	
3	Neutral	23	3	69	10.85%	
4	Agree	69	4	276	32.55%	

5	Strongly agree	115	5	575	54.25%	
	Amount	212	15	929	100.00%	

Source: Processed using IBM SPSS 25

4.3. Reporting Intention Profile as a Behavioral Construct and Social Norm Dynamics

Reporting intention is a psychosocial construct that links awareness of violence to the likelihood of actual action to report it. However, in studies of gender-based violence, intention does not always lead to behavior because reporting carries social costs and personal risks: stigma, threats of retaliation, family pressure, and uncertainty about institutional responses. Therefore, high reporting intentions must be interpreted with caution as an indicator of internal preparedness and social support and as a problematic area vulnerable to normative bias.

Table 6. Summary of Results of the Variable Intention to Report Violence Against Women

No	Indicator	Score	Category
1	Attitudes Towards Behavior	4.46	Very good
2	Subjective Norms	4.63	Very good
3	Behavior Control	4.52	Very good
Average score of the variable Intention to Report Violence Against Women (Y)			4.51
			Very good

Source: Processed using IBM SPSS 25

In aggregate, respondents' reporting intentions were in the very high category. A recapitulation of the variables shows a mean of 4.51 (very good category) in Table 6. Substantively, this indicates that Womenspirasi Summit participants tend to have a strong orientation towards reporting violence against women. At the community level, this can be understood as the impact of an empowerment ecosystem that encourages speaking up and strengthens solidarity. However, from a critical perspective, high scores also potentially reflect a "normative answer" because respondents are in an environment that promotes reporting as the right action. This phenomenon is known as social desirability bias, namely the tendency of respondents to choose answers that conform to community moral standards, especially when the topic is sensitive and has high social value.

Table 7. Frequency Distribution of Statements on Equality of Reporting of Psychological and Physical Violence

I believe that reporting psychological violence is just as important as reporting physical violence.						
No	Alternative Answers	F	(X)	F(X)	%	$\Sigma \frac{F(X)}{n}$
1	Strongly Disagree	0	1	0	0.00%	4.53
2	Don't agree	2	2	4	0.94%	
3	Neutral	18	3	54	8.49%	
4	Agree	57	4	228	26.89%	
5	Strongly agree	135	5	675	63.68%	
Amount		212	15	961	100.00%	

Source: Processed using IBM SPSS 25

To understand the mechanisms of intention formation, the two most meaningful dimensions in this context are attitudes and subjective norms. Attitudes toward reporting behavior reflect an individual's

assessment of the benefits and consequences of reporting. In the context of violence, attitudes are often shaped by the belief that reporting can break impunity, prevent recurrence of violence, and provide greater legal protection than the risk of stigma. Representative indicators reflecting these attitudes are shown in **Table 7**. High scores on these indicators indicate that respondents consider reporting to be important, including for non-physical violence. Analytically, this is important because many cases of violence against women particularly psychological and digital are often normalized and deemed “unreportable.” If respondents already consider non-physical violence a serious issue, the threshold for reporting intention is lower.

However, reporting intentions regarding sensitive issues are not only determined by personal evaluations but also by perceived social support. Subjective norms that is, the perception of whether significant others and the community support reporting can be a key motivating factor. Many victims do not report not because they are unaware, but because they fear being ostracized or not believed. A representative indicator of subjective norms is shown in **Table 8**, which illustrates the support of family/close friends. When subjective norms are high, the psychological costs of reporting decrease; individuals feel less alone, and reporting becomes more likely. Within the HOTS framework, this social support can be understood as “social capital” that transforms the risk of reporting into a more manageable one.

Table 4Frequency Distribution of Family and Friends' Support Statements

My family and close friends support the act of reporting the violence.						
No	Alternative Answers	F	(X)	F(X)	%	$\Sigma \frac{F(X)}{n}$
1	Strongly Disagree	1	1	1	0.47%	4.62
2	Don't agree	0	2	0	0.00%	
3	Neutral	12	3	36	5.66%	
4	Agree	52	4	208	24.53%	
5	Strongly agree	147	5	735	69.34%	
Amount		212	15	980	100.00%	

Source: Processed using IBM SPSS 25

Moreover, the elevated level of subjective norms observed within the Womenspirasi Summit community constitutes both a substantive advantage and a methodological limitation. On the one hand, a highly supportive social environment functions as a significant facilitator of reporting intentions. On the other hand, this contextual support may constrain the generalizability of the findings, as women situated in less supportive or more stigmatizing social environments may not exhibit comparable levels of reporting intention. This duality underscores the critical contribution of the present study. Beyond documenting high intention scores, the findings emphasize that effective reporting interventions cannot rely solely on the availability of technical reporting mechanisms. Instead, they must be accompanied by the deliberate cultivation of supportive social norms that legitimize victims' experiences and reduce the social risks associated with reporting.

4.4. The Influence of Digital Literacy on Reporting Intentions: Empirical Evidence and a Critical Reading

The primary objective of this study was to test whether digital literacy predicts intentions to report violence against women. This test is important because, in policies and programs, digital literacy is often promoted as an empowering solution; however, without empirical evidence, such claims risk becoming

mere rhetoric. Simple linear regression was used to test the direction of the relationship and the significance of the effect, while also providing an overview of the strength of digital literacy's contribution in explaining variations in reporting intentions.

Table 9. Simple Linear Regression Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	20.175	2.388	8.447	.000
	Religiusitas	.498	.027		

a. Dependent Variable: Agresivitas

Source: Processed using IBM SPSS 25

The results of the regression analysis show a positive coefficient indicating a unidirectional relationship: higher digital literacy, higher reporting intentions. The regression output is shown in [Table 9](#), and conceptually, this finding strengthens the argument that digital literacy functions as an “enabler” for reporting. Cognitively, digital literacy expands access to information on victims’ rights and reporting procedures; psychologically, it strengthens self-efficacy; and socially, it expands support through digital networks. This combination reduces the initial barriers that typically prevent someone from taking the step of reporting.

Table 5Results of Determination Coefficient Analysis

Model Summary					
Mode	R	R Square	Adjusted R Square	R	Std. Error of the Estimate
1	.783 ^a	.612	.610	4.266	

a. Predictors: (Constant), Religiusitas

Source: Processed using IBM SPSS 25

In addition to the direction of influence, the strength of the contribution is explained by the coefficient of determination. The R^2 value in [Table 10](#) is 0.612, meaning that 61.2% of the variation in reporting intention can be explained by digital literacy. In socio-behavioral research, this value is considered large indicating digital literacy as a substantive determinant in this population. However, a critical reading is needed to avoid overclaiming the conclusions. A high R^2 value can be influenced by several conditions: respondent homogeneity (similar communities), a tendency for high responses (ceiling effect), and the potential for construct proximity (e.g., the digital literacy measured contains elements of digital control/efficacy, which are theoretically close to the formation of intention). Therefore, this result is strong enough to suggest an effect, but the causal mechanism needs to be confirmed through theoretical discussion (e.g., with the TPB: digital literacy increases perceived behavioral control and reduces perceived risk). In HOTS readings, the 61.2% contribution also carries strategic implications: if digital literacy is so strong in explaining reporting intentions in this community, then women's empowerment programs targeting increased reporting cannot simply deploy a hotline or create an app. Programs need to build functional, critical, and security-critical digital literacy: the ability to seek official information, distinguish misinformation, secure identity, and securely manage digital evidence. In other words, digital literacy becomes "socio-technological capital" that can move individuals from mere knowledge to readiness to act.

However, it should be emphasized that this study examined intentions, not actual reporting behavior. In the context of violence against women, the gap between intentions and behavior can be influenced by institutional responses, negative experiences when reporting, fear of the perpetrator, and other structural barriers. Therefore, the regression findings should be viewed as evidence that digital literacy is a strong determinant of reporting intentions, while actual reporting requires additional supporting factors (victim protection, rapid response from authorities, psychological services, and a secure system).

5. DISCUSSION

This discussion interprets the empirical findings of the study by systematically linking them to the research title, as well as to the theoretical frameworks of the Theory of Planned Behavior and the UNESCO digital literacy framework. Rather than merely restating statistical outcomes, this section seeks to explain the underlying mechanisms through which digital literacy contributes to the formation of reporting intentions.

The findings indicate that the level of digital literacy among Womenspirasi Summit participants is very high. This result is theoretically significant, as digital literacy in the UNESCO perspective is understood not simply as technical proficiency, but as a multidimensional capacity. The high level observed in this study suggests that participants possess not only operational skills, but also reflective and critical capacities. This finding reinforces the multidimensional framework posited by [Safitri et al. \(2025\)](#), who classified digital literacy into functional, critical, and social competencies. The high scores across these dimensions among participants provide empirical support for their argument that comprehensive digital literacy requires a balanced integration of all three areas, a prerequisite for meaningful empowerment in the digital context.

The prominence of problem-solving and digital safety competencies further suggests that participants' digital literacy has reached a critical and applied level. Digital problem-solving competence reflects the ability to use technology strategically to address complex social problems, such as navigating reporting procedures. This emphasis on applied competency aligns with the arguments of [Ruhimat et al. \(2025\)](#), who warned that low digital literacy could lead to flawed decision-making and increased vulnerability. The strong performance in problem-solving and safety in this study conversely suggests that high digital literacy acts as a protective mechanism, enabling informed and secure navigation of digital spaces for sensitive actions like reporting violence.

Consistent with the high level of digital literacy, the study also finds that women's intentions to report gender-based violence are very strong. Within the Theory of Planned Behavior, intention is the most immediate predictor of actual behavior. The discovery of high reporting intention thus validates a core tenet of TPB, as discussed by [Purwanto et al. \(2022\)](#) in their application of the theory. It confirms that the intention to perform a complex, socially-influenced behavior like reporting can be robustly measured and is a critical focus for intervention, especially in a context like Indonesia where underreporting is a persistent challenge.

An examination of the three core constructs of TPB reveals that subjective norms exert the strongest influence on reporting intentions. The dominance of subjective norms indicates that participants' decisions are strongly shaped by perceived social support. This finding strongly supports the position of [Nazarudin & Sayd \(2023\)](#), who emphasized the significant role of subjective norms in collectivist societies. It underscores that within the supportive community of the Womenspirasi Summit, social expectations have been successfully aligned to encourage reporting, transforming a potential barrier into a powerful facilitator.

Perceived behavioral control also emerges as a strong determinant of reporting intention. In this study, digital literacy directly enhances this perceived control by equipping participants with necessary skills. This provides concrete empirical evidence for the theoretical link suggested by [Halim \(2025\)](#), who identified limited access to information and resources as a major obstacle to reporting. The findings demonstrate that digital literacy can directly mitigate this obstacle by increasing survivors' perceptions of their own capacity and the feasibility of the reporting process.

Attitudes toward reporting behavior are likewise highly positive. Digital literacy contributes to this by improving access to accurate information, thereby reducing reliance on harmful narratives. This process of attitude formation operationalizes the claim made by [Yuniar et al. \(2019\)](#) that digital literacy serves as a strategic instrument for enhancing women's autonomy and competence. This study shows how this occurs: by altering the informational foundation (beliefs) upon which attitudes are built, digital literacy fosters a more rational and positive evaluation of reporting.

These relationships are substantiated by regression analysis, which demonstrates that digital literacy has a positive and significant effect on reporting intention. This result powerfully reinforces the integrated theoretical model built in the literature review. It confirms that digital literacy is not a peripheral skill but a multidimensional capability, as framed by UNESCO and scholars like [Hildawati et al. \(2024\)](#), that actively strengthens the key psychological antecedents of behavior outlined by TPB. The analysis confirms that digital literacy simultaneously enhances attitudes, subjective norms, and perceived behavioral control, making it a potent predictor of reporting intention.

Nevertheless, the presence of unexplained variance indicates that digital literacy alone is insufficient. Structural factors continue to play a crucial role. This acknowledgment is consistent with the comprehensive understanding of gender-based violence articulated by [Sulaeman et al. \(2022\)](#), who described it as a complex, multidimensional social phenomenon rooted in structural issues like patriarchal culture. The findings therefore caution against technological solutionism, reminding us that digital literacy must complement, not replace, broader systemic reforms and cultural change to address the root causes of violence and underreporting.

Overall, this discussion confirms that digital literacy plays a central role in shaping women's intentions to report gender-based violence. It functions as a social and psychological capacity that empowers women to navigate barriers. Consequently, it should be recognized as a strategic component in efforts to enhance access to justice and protection.

6. CONCLUSION

First, the level of digital literacy among Womenspirasi Summit participants was found to be very high. This finding indicates that participants possess not only basic technical skills in operating digital devices and applications but also advanced critical, social, and protective digital competencies. High scores in problem solving and digital safety dimensions demonstrate that digital literacy among participants functions as an empowerment capacity, enabling women to access legal information, utilize digital reporting channels, and protect themselves from digital risks in the context of gender based violence.

Second, the intention to report violence against women among Womenspirasi Summit participants was also categorized as very high. Within the framework of the TPB, this finding reflects a strong psychological readiness to take reporting action when confronted with violence. High reporting intention is shaped by a combination of positive attitudes toward reporting, strong perceived social support, and high perceived behavioral control. The prominence of subjective norms highlights the crucial role of a supportive social environment, including the Womenspirasi Summit community, in reducing social barriers such as stigma and fear that have traditionally contributed to underreporting.

Third, the regression analysis demonstrates that digital literacy has a positive and statistically significant effect on women's reporting intention. Digital literacy accounts for a substantial proportion of the variance in reporting intention, indicating that higher levels of digital literacy are associated with stronger intentions to report violence. From a theoretical perspective, digital literacy functions as a reinforcing factor that simultaneously strengthens the three core constructs of the TPB. It contributes to more informed and rational attitudes, reinforces subjective norms through supportive digital networks, and enhances perceived behavioral control by reducing technical and psychological barriers to reporting.

While this study confirms that digital literacy significantly enhances reporting intention among educated women, future research should focus on testing this relationship with actual reporting behavior and across more diverse demographic groups, particularly those with limited digital access. Further investigation into mediating factors such as trust in institutions and perceived safety is also recommended to deepen understanding of the reporting process.

Ethical Approval

This study did not require formal ethical approval as it constitutes normative legal research and does not involve medical experimentation or vulnerable populations. The research was conducted in accordance with generally accepted ethical standards in social science and legal research. Data collection relied on document analysis of legislation, legal doctrines, and regulations of international sports organizations, as well as publicly accessible institutional documents.

Informed Consent Statement

Not applicable.

Confidentiality Statement

Not applicable.

Authors' Contributions

MA contributed to the conceptualization of the study, development of the research framework, research design, instrument construction, data analysis, and preparation of the original draft of the manuscript. R contributed to the theoretical development, data interpretation, statistical analysis, and critical revision of the manuscript. KS contributed to the methodological validation, interpretation of findings, supervision of the research process, and final review and editing of the manuscript. All authors have read and approved the final version of the manuscript.

Disclosure Statement

The author declares no conflict of interest related to this research.

Data Availability Statement

All data supporting the findings of this study are derived from publicly available legal materials, including legislation, academic publications, and official regulations of international and national sports organizations. No additional datasets were generated or analyzed.

Funding

This research received no external funding.

Notes on Contributors

Mujahidah Afifah

Mujahidah Afifah is a researcher in Communication Science at the Faculty of Social and Political Sciences, Universitas Djuanda. Her research interests include digital literacy, gender communication, and reporting behavior related to violence against women.

Ruhimat

Ruhimat is a lecturer and researcher in Communication Science at the Faculty of Social and Political Sciences, Universitas Djuanda. His research interests include communication and information technology, digital media, cyber public relations, and digital literacy development programs.

Koesworo Setiawan

Koesworo Setiawan is a lecturer and researcher in Communication Science at the Faculty of Social and Political Sciences, Universitas Djuanda. His research areas include public relations, media branding, media effects, political branding, political campaigns, government public relations, and public relations communication strategy.

REFERENCES

Arifin, T. M. (2025). Analisis Kasus Kekerasan Terhadap Perempuan Pada Unit PPADi Kepolisian Resor Mamuju Tengah. *Journal of Lex Theory (JLT)*, 6, 256–269.

Aswan, D. (2023). Analisis Pengaruh Literasi Digital terhadap Kemandirian Belajar Mahasiswa dalam Era Internet. *Jurnal Ilmiah Wahana Pendidikan*, Oktober, 2023(20), 949–955. <https://doi.org/10.5281/zenodo.10362490>

Halim, A. V. (2025). *Optimalisasi Strategi Satgas PPKS UNJ Dalam Membangun Kultur Anti Kekerasan Seksual Di Lingkungan Kampus*. 5(1), 338–356.

Hendra, M., Ginting, P., Kn, M., Akbar, M., & Gusmarani, R. (2022). Kekerasan Terhadap Perempuan Dalam Perspektif Hukum Dan Sosial-Kultural. *Jurnal Law of Deli Sumatera Jurnal Ilmiah Hukum*, II(1).

Hidayat, A. (2021). *Kekerasan Terhadap Anak dan Perempuan* (Vol. 8, Issue 1). <https://amp.kompas.com/nasional/read/2020/08/24/11125231/kementerian-pppa-sejak->

Hildawati, H., Haryani, H., Umar, N., Suprayitno, D., Mukhlis, I. R., Sulistyowati, D. I. D., Budiman, Y. U., Saktisyahputra, S., Susiang, M. I. N., Judijanto, L., Sampebua, M. R., Ginting, T. W., Faisal, F., & Thomas, A. (2024). *Literasi Digital: Membangun Wawasan Cerdas di Era Digital*. PT Green Pustaka Indonesia.

Jadi, M. (2021). Kekerasan Terhadap Perempuan di Indonesia: Pemicu dan Alternatif Penanganan Violence Against Women in Indonesia: Triggers and Alternative Treatment. *Jurnal Kesehatan Masyarakat*, 6(2), 110–126.

Menteri PPPA ((Ministry of Women's Empowerment and Child Protection). (2025, August 6). *Menteri PPPA: Banyak Perempuan dan Anak Korban Kekerasan Tidak Berani Melapor*. Ministry of Women's Empowerment and Child Protection. <https://www.kemenppa.go.id/siaran-pers/menteri-pppa-banyak-perempuan-dan-anak-korban-kekerasan-tidak-berani-melapor>

Nazarudin, H., & Sayd, A. I. (2023). *Penerapan Teori Planned of Behavior untuk Memprediksi Niat Berkunjung pada Obyek Wisata Kabupaten Lembata di Masa Pendemi Covid 19*.

Purwanto, N., Budiyanto, & Suhermin. (2022). Theory of Planned Behavior Implementasi Perilaku Electronic Word of Mouth pada Konsumen Marketplace. In *Educacao e Sociedade* (Vol. 1, Issue 1). http://www.biblioteca.pucminas.br/teses/Educacao_PereiraAS_1.pdf http://www.anpocs.org.br/portal/publicacoes/rbcs_00_11/rbcs11_01.htm http://repositorio.ipea.gov.br/bitstream/11058/7845/1/td_2306.pdf https://direitoufma2010.files.wordpress.com/2010/11058/7845/1/td_2306.pdf

Ruhimat, Kusumadinata, A. A., & Firliandoko, R. (2025). *KOMUNIKASI DIGITAL SEBAGAI PENGGERAK PERUBAHAN SOSIAL*.

Safitri, F., Ramlah, R., Sandy, W., & Siregar, A. C. (2025). *Literasi Digital Dalam Dunia Pendidikan*. PT Sonpedia Publishing Indonesia.

Sodah, Y. (2023). Kekerasan Terhadap Perempuan: Pencegahan dan Penanganan Suatu Tinjauan Psikologi Sosial. *Syntax Idea*, 5(11).

Sugihartati, P. R. (2022). *FISIP Statement: Memperingati Hari Literasi Internasional, Prof. Rahma Sugihartati Menyampaikan Pentingnya Literasi Digital*. Fakultas Ilmu Sosial Dan Ilmu Politik, Universitas Airlangga. <https://fisip.unair.ac.id/fisip-statement-memperingati-hari-literasi-internasional-prof-rahma-sugihartati-menyampaikan-pentingnya-literasi-digital/>

Suherdi, D., Rezky, S. F., Apdilah, D., Sinuraya, J., Sahputra, A., Syahputra, D., & Wahyuni, D. (2021). *Peran Literasi Digital Di Masa Pandemik*. Cattleya Darmaya Fortuna. https://books.google.co.id/books?hl=id&lr=&id=gkAqEAAAQBAJ&oi=fnd&pg=PA1&dq=Defini+literasi+digital&ots=U_YVBtDN6I&sig=9psVCDFiCu2rfCpbKPxXh2cZcd8&redir_esc=y#

v=onepage&q=Definisi literasi digital&f=false

Sulaeman, R., Febrina Sari, N. M. W. P., Purnamawati, D., & Sukmawati, S. (2022). Faktor Penyebab Kekerasan Pada Perempuan. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(3), 2311. <https://doi.org/10.37905/aksara.8.3.2311-2320.2022>

UNESCO. (2020). *Title of the webinar Distance learning strategies Synthesis report Context COVID-19 Education Response Webinar Distance learning strategies What do we know about effectiveness?*

UNESCO. (2025, September 5). *What you need to know about literacy*. UNESCO.

United Nations Indonesia. (2024). *Hari Internasional untuk Pencegahan Kekerasan terhadap Perempuan - 25 November*. Perserikatan Bangsa-Bangsa Di Indonesia (United Nations Indonesia). <https://indonesia.un.org/id/252906-hari-internasional-untuk-pencegahan-kekerasan-terhadap-perempuan-25-november>

Yunandara. (2025, September 17). *Literasi Digital: 7 Kompetensi Penting Menurut UNESCO*. Yunandara.

Yuniar, A. D., Fibrianto, A. S., Prabawangi, R. P., & Ananda, K. S. (2019a). Menciptakan Perempuan Cerdas Berinternet Melalui Penanaman Literasi Digital Komunitas 'Ruang Berkarya Perempuan.' *Jurnal Praksis Dan Dedikasi Sosial*, 2(2), 47. <https://doi.org/10.17977/um032v2i2p47-53>