

Literacy of Online Gender Based Violence (OGBV) in Gen-Z

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Abstrak

Generasi Z di Indonesia merupakan pengguna internet dengan tingkat penetrasi tertinggi sebesar 99,26% (data APJII 2022), karena mereka lahir di era digital. Di era internet, produksi, konsumsi dan distribusi informasi di internet muncul bagai pisau bermata ganda. Di satu sisi berdampak positif, namun di sisi yang lain bermunculan konten yang tidak berguna dan tidak mendidik. Penyalahgunaan informasi bahkan kejahatan digital juga muncul dengan masif, salah satunya adalah Kekerasan Berbasis Gender Online (KBGO) dengan pola kejahatan yang tidak mudah terbaca, beraneka ragam modusnya sehingga kasusnya meningkat hingga 300% dalam enam tahun terakhir (Komnas Perempuan, 2020). Riset ini bertujuan untuk mengetahui sejauh mana kompetensi literasi dan pengalaman KBGO pada Gen-Z dengan subjek penelitian mahasiswa Ilmu Komunikasi Universitas Semarang. Menggunakan konsep literasi digital yang dikembangkan oleh Kemenkominfo – Siberkreasi sebagai pijakan analisis, penelitian ini memakai metode campuran yakni survei daring dan wawancara mendalam fenomenologi. Penelitian ini menemukan bahwa Gen-Z menaturalisasi KBGO dalam konteks bercanda dan tidak menganggapnya serius. Hal lainnya adalah aplikasi pesan *WhatsApp* rata-rata menjadi media penyebaran konten pornografi melalui teks, stiker, emoticon, video atau foto.

Kata Kunci: KBGO, Literasi Digital, Kekerasan Digital, Gen-Z

Abstract

Generation Z in Indonesia is the internet user with the highest penetration rate of 99.26% (APJII 2022 data), because they were born in the digital era. In the internet era, the production, consumption and distribution of information on the internet appear like a double-edged knife. On the one hand, it has a positive impact, but on the other hand, useless and uneducative content has emerged. Misuse of information and even digital crimes have also emerged massively, one of which is Online Gender-Based Violence (OGBV) with a crime pattern that is not easy to read, with a variety of modes so that cases have increased by 300% in the last six years (Komnas Perempuan, 2020). This research aims to find out the extent of literacy competence and experience of OGBV in Gen-Z with the research subject of Communication Science students at the University of Semarang. Using the concept of digital literacy developed by the Ministry of Communication and Information as a basis for analysis, this research uses mixed methods, namely online surveys and phenomenological in-depth interviews. The research found that Gen-Z naturalized OGBV in a joking context and did not take it seriously. Another thing is that the WhatsApp messaging application is on average a medium for spreading pornographic content through text, stickers, emoticons, videos or photos.

Keywords: OGBV, Digital Literacy, Digital Violence, Gen-Z

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INTRODUCTION

Until January 2022, the number of internet users in Indonesia reached 204.7 million, and this has an impact on the internet penetration rate in Indonesia, which reached 73.7% of the total population (Kemp, 2022). Compared to 10 years ago, this is a five-fold increase as activity in the digital world increases. On average, 94.1% access the Internet via mobile phones and are active for 8 hours 36 minutes per day. The huge impact of digital technology development is felt by everyone, including Generation Z as the first generation to be exposed to technology from an early age (Brown, 2020). Generation Z, more popularly called Gen-Z, is adaptable because they were born and raised in line with the advancement of the digital world. The Indonesian Internet Service Providers Association 2022 survey mentioned that students and college students are the highest internet users with a penetration of up to 98.8% (APJII 2022-2023). Also contributing to the habit of using digital devices is the Covid-19 pandemic, where learning is done online, supported by the provision of assistance by the government to students in the form of internet data packages.

This further emphasizes that digital native's internet users in Indonesia are in the age group of teenagers or students. This age category has a character that is very active in using digital technology and has the skills to operate internet-based technology. Digital information resources that are freely accessible and unlimited certainly have positive and negative impacts, including digital crimes that appear in various forms and modes. Therefore, every individual is considered important to equip themselves with digital literacy skills as a basic skill to utilize technology properly and intelligently. This ability is digital literacy competency (SiberKreasi, 'Digital Literacy Roadmap 2020-2024) which functions to improve cognitive abilities so that it does not only stop at a skill to operate devices. Digital literacy according to Glister emphasizes on how to think critically about the information obtained through the web by mastering several core competencies. Meanwhile, Bawden (2001) provides an understanding of digital literacy which is rooted in computer literacy and information literacy which emphasizes the technical skills of accessing, assembling, understanding and disseminating information. Gen-Z who have digital literacy are expected to understand, utilize information sources on digital devices (hardware & software) as well as fortify themselves from the negative impact of digital media such as digital violence in any form including Online Gender-based Violence (OGBV).

This study aims to describe the literacy competence of Online Gender-Based Violence in Gen-Z through Communication Science students at Semarang University as research subjects. The selection of research subjects was followed by consideration of the age range according to the Gen-Z category and the proximity of digital task activities carried out in the department. Researchers want to know the extent of the literacy competence of Online Gender-Based Violence on Gen-Z and

the extent of understanding of various types of OGBV on Gen-Z which will be described in the discussion.

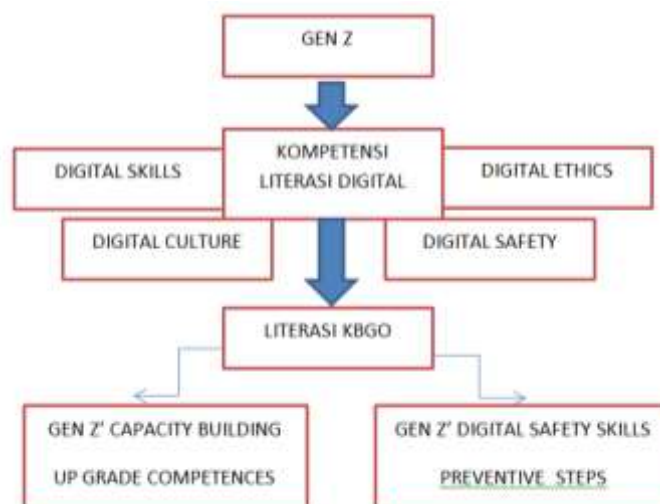


Figure 1: Conceptual framework

This research departs from Generation Z or referred to as Gen-Z, which according to Prensky (2001) is a generation of digital native's who are very attached to technology. Gen-Z, which in Bencsik and Machova's (2016) research was born in the period 1995 - 2010 and is the age group that uses digital technology the most. Not only to produce, consume and distribute information through various interesting features in their applications, but also as an identity because they prefer to utilize digital platforms for all aspects of life (Dangmei, 2016). This condition opens up great opportunities for the rise of digital crimes with various patterns and types. High digital activity makes Gen-Z more vulnerable to becoming victims and or perpetrators of various online-based deviant behaviors. Komnas Perempuan identified OGBV Online Gender-Based Violence since 2015 identifying that digital media paved the way for the entry of forms of online violence such as harassment, doxing, sending sexual content, and even threats of rape (SAFE-net, 2019). Such violence even results in offline violence. The term OGBV refers to the definition of gender-based violence. The United Nations High Commissioner for Refugees (UNHCR) defines gender-based violence as direct violence against a person based on sex or gender as an act of harm that results in physical, mental or sexual suffering. Meanwhile, OGBV refers to the medium used or technology-facilitated gender-based violence.

Digital GBV crimes are a concern in Indonesia because the number of cases has increased significantly. Southeast Asia Freedom of Expression Network (SAFE-net) in 2021 received 677 cases of GBV in the form of Non-Consensual Intimate Images (NCII) (508 cases/75%) and complaints other than NCII 169 cases (25%). Forms of sexual violence using technology have become prominent cases over the past 4 years. Komnas Perempuan's Year-End Note in 2021 received 855

cases of OGBV in the personal sphere. From the complaints, the characteristics of the most victims are students (2621 cases). The pattern or type of OGBV is almost the same and the highest cases are the distribution of pornographic content, hacking and falsification of accounts, grooming approaches for sexual gain, bullying of women using negative stereotypes of women's roles, spreading the identity of witnesses to cases of sexual violence and cyber harassment.

In line with the conceptual framework building, digital literacy as the ability to access, manage, understand, integrate, communicate, evaluate and create is next. Digital literacy competencies cover a number of things with various models. Bawden describes digital literacy as consisting of information and communication technology skills, information literacy about information evaluation, media literacy, and internet or network literacy. The Ministry of Communication and Information (Kemenkominfo) of the Republic of Indonesia and SiberKreasi initiated the Digital Literacy Acceleration Program to stem the potential dangers of spreading negative content via the internet and encourage Indonesian citizens to use the internet wisely and responsibly. Since 2021, the National Movement for Digital Literacy (GNLD) Indonesia Makin Cakap Digital is contained in the 2020-2024 Digital Literacy Roadmap with a digital literacy framework of digital literacy competencies.

The Ministry of Communication and Information, in Kusumastuti et al (2021) explain four competency areas including: 1) Digital Skills, the ability of individuals to know, understand, and use hardware and software and digital operating systems. 2) Digital Culture, the ability of individuals to read, describe, familiarize, examine, and build national insight, Pancasila values, and Bhinneka Tunggal Ika funds in daily life. 3) Digital Ethics, the ability of individuals to realize, model, adjust, rationalize, consider, and develop digital ethical governance in daily life. 4. Digital Safety, the ability of individuals to recognize, model, apply, analyze, and improve digital safety awareness in daily life.

Digital literacy can create a society with a critical-creative mindset and outlook including gen-Z in producing, consuming and distributing information to avoid provocations, hoaxes, and digital violence so as to detect potential, identify various forms of digital crime, and realize the risks. Digital literacy competence is a supporting factor for effective and continuous technological interaction in the digital space. The achievement of digital literacy competencies in each Gen-Z individual is not the same. Researchers use the four digital literacy competencies model to measure digital literacy competencies and online gender-based violence (OGBV) literacy in Gen-Z.

Third, the findings of the experience of Online Gender-Based Violence. Gen-Z is one of the groups that are vulnerable to being the target of GBV so that GBV literacy is important to prevent and counteract the occurrence of cases, perceptions and perspectives on GBV. Komnas Perempuan identified findings of up to 15 types of

sexual violence and categorized them into nine types of GBV categories including: (1). Cyber Hacking, illegal use of technology, aimed at obtaining personal information, or damaging the victim's reputation. (2). Cyber Harassment, the use of technology to contact, threaten, or frighten the victim. (3). Impersonation, the use of technology to assume another person's identity to access personal information, humiliate, insult the victim, or create false documents. (4). Cyber Recruitment, the use of technology to manipulate victims into harmful and dangerous situations. (5). Cyber Stalking, the use of technology to stalk the victim's actions or behavior by direct observation or tracing the victim's footsteps. (6). Malicious Distribution, the use of technology to spread content that damages the victim's reputation. (7). Revenge Porn, the dissemination of pornographic photos or videos with the motive of revenge. (8). Sexting, sending pornographic images or videos to the victim. (9). Morphing, the alteration of images or videos to damage people's reputation. SAFE-net (2019) categorizes eight forms of GBV, namely, (1) cyber grooming, (2) cyber harassment, (3) hacking, (4) illegal content, (5) infringement of privacy, (6) malicious distribution, (7) online defamation, (8) online recruitment.

Referring to the definition of knowledge, which is one of the cognitive aspects of a person, both messages that form knowledge are positive or negative which are influenced by: 1). Education, the higher the education, the easier it is to receive and understand information; 2). Work, experience and knowledge from the results of his actions. 3). Age, physical, psychological and mental changes increase a person's thinking power. 4). Interest, a tendency or high desire for something to pursue something to get deeper knowledge. 5). Experience, inherent events that have been experienced. 6). Information, the ease of obtaining information accelerates new knowledge. Therefore, knowledge on Online Gender-Based Violence in this study is used to identify types of OGBV. Meanwhile, the experience of OGBV is to find out the critical awareness of OGBV which will determine the final result of OGBV literacy in Gen-Z.

METHOD

This research uses a sequential explanatory strategy. The first stage of collecting and analyzing quantitative data by randomly distributing online surveys to 85 Semarang University Communication Science students to find out the competence of digital literacy and OGBV literacy. In the second stage, researchers used phenomenology as a qualitative research method used to examine human life experiences to gain an understanding of the essential "truth" of life experiences Stanley Deetz (John, 2012) states three basic principles of phenomenology, namely knowledge found directly in conscious experience, the meaning of objects in one's life and language as a means of meaning. The research design was based on Moustakas who designed the method by focusing on the experiences of 85 Semarang University Communication Science students who fell into the Gen-Z

category with gender balance and became survey respondents in the first stage so that a more complete picture could be obtained. The data analysis technique was carried out by grouping data elements, looking for similarities in data elements, textual and structural data analysis processes from the results of in-depth interviews.

RESULT AND DISCUSSION

Gen-Z Digital Literacy

Gen-Z spends a lot of time with technology. In line with the survey results of 85 Semarang University Communication Science students in figure 2, where 34% spend between 6-8 hours/day in the digital space.

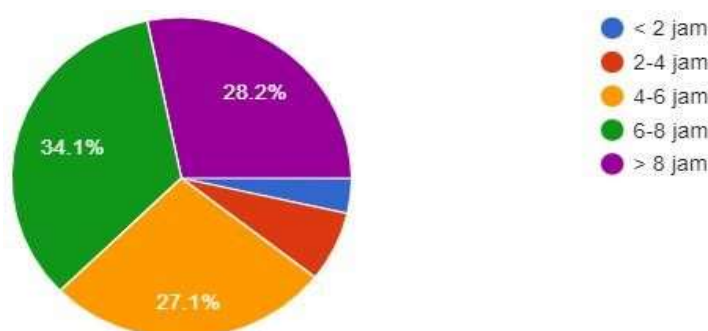


Figure 2. Average internet access in a day

Based on the description of the four digital literacy competencies namely digital skills, digital culture, digital ethics, and digital safety, it shows that Gen-Z has different basic digital literacy skills obtained from the media (74%), educational institutions (18%) and from friends / communities (8%).

First, 58 people (68%) got their digital skills in using digital hardware and software from Youtube tutorials, 11 people (13%) learned from friends, and 16 people (19%) from other sources. "The knowledge of operating digital devices is self-taught," explained one of the interviewees. This was corroborated by another informant, "Trying to learn by myself, for applications according to what is needed and desired. Like chat applications. Get knowledge from self-learning by looking at Youtube and trying it out," he explained. This means that digital skills are only mastery of practical knowledge in the operation of hardware and software without adequate provision derived from individual initiatives from the self-learning process.

Second, digital culture or habits and behavior of activities in the digital space by maintaining positive values shows that 65 people (75%) use digital media with all interesting features as a means of communication, interaction and entertainment. "To find news and not miss information. I can find information from social sites," explained one of the interviewees. Meanwhile, 30 people (35%) use digital media for self-actualization and finding new people. "Youtube and Instagram. I use WA to chat,

it's mandatory. Instagram can access more widely, and there is a lot of information that people like." Another interviewee admitted, "On FB, I receive information on the homepage. Just have fun. Content that is often accessed is cinematic videos, photo collages, *jedag-jedug*. Play anonymous chat spots for fun, like to download *Drakor* because I'm tired."

Diverse and interactive content on social media digital platforms is more attractive to Gen-Z. Out of 85 Communication Science students at the University of Semarang, 78 (92%) chose social media with its various types as their main means of information rather than verified/official online sites. When having to choose one by one from the types of applications, 80 people (94%) decided to choose WhatsApp because of its text feature, second place 77 people (91%) chose Instagram because of its photo and video features, and 75 people (88%) chose Youtube. "Social media, especially on Instagram, is the main reference, now more use whatsapp which is more practical," said the source.

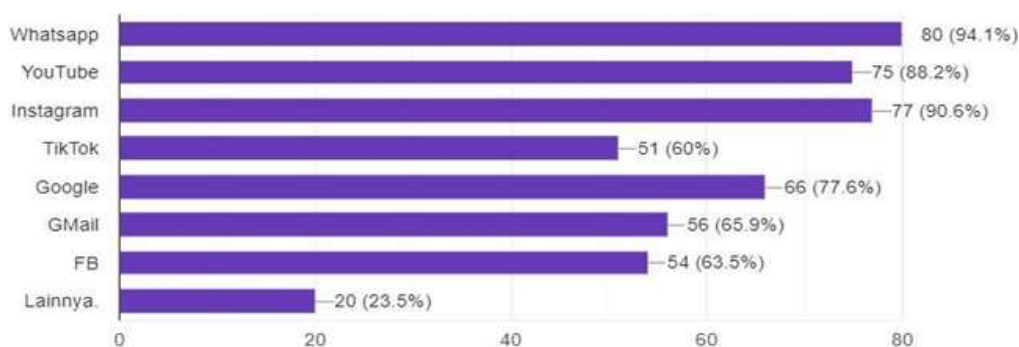


Figure 3. Order of most frequently used social media

Habits can be seen from the way of responding to information, especially negative information, where 48 people (56%) continue to see / read the information, 18 people (21%) choose to block, 16 people (19%) leave it, and 3 people (4%) admit to keeping it on their digital devices. "Finding or receiving things with pornographic and sexual content.

Third, digital ethics to map hoaxes, hate speech, pornography, bullying, and other negative content when doing activities in digital spaces according to ethics and rules shows 97.6% of Gen-Z are aware of and consider digital ethics and understand the consequences. However, in practice, they still produce, consume and distribute negative content related to bullying, "I have been called a midget and a hunchback because of my short posture. Friends say it directly or online." Or information deviating from the value of decency, "Like dirty words, breast stickers. But it was done in a joking manner and exchanged stickers. Some respond with animated pictures of genitals, which is funny but looks vulgar. The vulgar talk is joked about in the comments. There are semi-obscene videos with vulgar words for similes. It

usually appears when the group is quiet, then it is enlivened with disrespectful messages," said the source.

Fourth, Gen-Z has a tendency to neglect their digital safety. From the findings, 75% do not set the privacy of digital platform accounts and do not update passwords regularly. Even 67% admitted that their digital account passwords were known to others. Gen-Z is also vulnerable to various types of crime due to weak security and protection of digital devices. This is evident in the fact that 30% admitted that their personal accounts had been hacked, "The photos were changed and the posts became pornographic. My friend's photo has also been used as a fake account for open online prostitution services." Another interviewee admitted to experiencing fraud, "I was once deceived by an advertisement for cheap goods on Instagram. I transferred the money, checked the IG and found out that the user's name had been changed." Digital crime is also widely experienced and leads to several types of OGBV "FB was hacked to send indecent photos even though I never sent them."

Identification of Types of Gender-Based Violence Online (OGBV)

Komnas Perempuan notes that online gender-based violence has different types and categorizes it as a crime. SAFENet mentions various actions categorized as types of GBV, including: violating personal rights; surveillance and monitoring; damaging reputation; and harassment. From Figure 4, the survey findings of 85 Communication Science students at Semarang University show that they are not fully able to identify each type of GBV. For example, only 76 people (89%) know sexting, 70 people (82%) know the type of Non-consensual Dissemination of Intimate Image, 59 people (69%) cyber harassment and Morphing, 55 people (65%) know the type of Malicious Distribution, 42 people (49%) know impersonate as a type of OGBV.

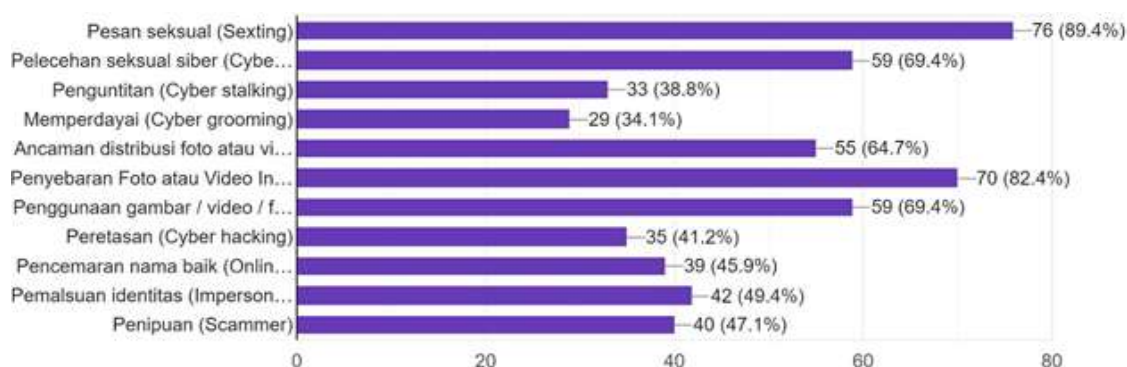


Figure 4. Identification of OGBV types

Victims and Perpetrators of OGBV

From the knowledge of recognizing and identifying types of OGBV, Gen-Z can identify situations as victims and or perpetrators of OGBV based on their own experiences. The findings of 85 Communication Science students at the University of

Semarang show that 32 people have received sexting from people they know/friends and 37 people identified as sexting perpetrators by sending seductive, seductive and indecent words/phrases. 19 people received the dissemination of intimate / romantic photos / videos without consent from close friends and 8 people as perpetrators. In addition, 35 people were victims of cyber harassment from unknown people, close friends and community groups. 42 people were identified as victims of morphing from unknown people. The survey also showed that 29 people were victims of Malicious Distribution from unknown people, and 7 people were identified as perpetrators. The WhatsApp application is the medium for spreading this negative content. Gen-Z in the findings also experienced several types of OGBV in the personal sphere and occurred more than once, "Suddenly got an unknown sexual message in WA to the point inviting acquaintance, chatting for a long time and asking if you have ever done "this" (having sex) with your partner or guy, it's good" and sending sexual videos. I was shocked. Previously, I had also received half-body photos," explained the source. OGBV occurs in the public sphere through friendship groups, "There are those who send vulgar, obscene photos and videos with crude terms such as male genitalia through groups." Some even offer sexual content, "There is a chat, you want a penis, it's free for you."

Critical Awareness on OGBV

Gen-Z as digital native's have different patterns of interaction with previous generations. GBV literacy is known from how to respond or provide feedback to test critical awareness on GBV events. The findings show that Gen-Z considers Online Gender-Based Violence as a joke, a joke. "There is a picture of people kissing shared in the WA group, it feels good to want to do it while joking using emoticons. If there is anger, it is considered normal because the mood is bad." Responses also showed a lack of sensitivity and empathy for victims of GBV. Likewise, those who are perpetrators of GBV, "Saying small breasts and body comments in the scope of the WA group, the context is joking," said the interviewee. Lack of understanding of GBV literacy results in the inability to think critically, "Pornographic content, look at the comments because they are entertaining. Once, I sent a kiss sticker in a WA group. It was just a joke, their response was just having fun. Sometimes even friends add stickers like that too." They unconsciously naturalize GBV as a normal thing in their network of friends, "My view is that it's usually a joke and I don't consider it vulgar. Sometimes I don't pay attention to jokes and don't know the place. As long as it's just a personal need and not a crime."

The findings show the importance of distinguishing online gender-based violence (OGBV) behavior from something that is a joke that can potentially trigger psychological disorders and mental health. It is important to uphold the perspective and behavior according to the order of values and rules in order to have a good

perspective on gender and sexual relations so that it is not gender and sexually biased.

CONCLUSION

Online Gender-Based Violence (OGBV) literacy in Gen-Z can be seen from digital literacy competencies, identification of types of OGBV, OGBV experience, and critical awareness of OGBV. The four points show that the picture of OGBV literacy in Gen-Z is directly proportional to the knowledge of identifying types of OGBV, identifying victims and perpetrators of OGBV and critical awareness of the lack of OGBV literacy. This condition is shown by the attitude of Gen-Z who do not have critical awareness so that they do not realize that they are victims and or perpetrators of OGBV because they naturalize it in the context of a joke and not something serious. WhatsApp social media is the dominant means of spreading GBV content in the form of text messages, emoticons, stickers, photos or videos originating from unknown contact persons, close friends, and community groups. OGBV literacy becomes very crucial and important to do early on in the academic sphere through the digital literacy and OGBV literacy learning curriculum according to the level of education. There is an awareness that Gen-Z individuals actively literate themselves to be able to think critically by increasing knowledge about digital technology. The government must also take a role in fostering digital skills in Gen-Z to prevent and suppress high cases of Online Gender-Based Violence. The limitation of this research is that the research subjects are not yet comprehensive, and as the nature of phenomenological research that the results of this study do not automatically generalize the condition of Gen Z. Therefore, it can be continued with the development of research with wider and more subjects, at least able to represent Gen Z in the Central Java region.

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