

Level of Understanding of Students At SMP Negeri 22 Bengkulu City Regarding Online Gender-Based Violence

Nuraini Larasti*

Universitas Bengkulu

email: nurainilarasti28@gmail.com

Heni Nopianti

Universitas Bengkulu

email: heninopianti@unib.ac.id

Diyas Widiyarti

Universitas Bengkulu

email: diyas.widiyarti@unib.ac.id

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*Correspondence Address :

nurainilarasti28@gmail.com

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Abstract

The rapid development of social media brings new challenges for adolescents, one of which is an increased possibility of online gender-based violence. An adequate understanding of the definition, types, and effects of online gender-based violence is needed because adolescents, especially junior high school students, are a vulnerable group. Chi-square test analysis is a descriptive quantitative method used in this study. Data were collected through questionnaires distributed to 60 eighth-grade students at SMP Negeri 22 Bengkulu city. Symbolic interaction theory was used in this study to understand how students perceive online gender-based violence based on their experiences and social interactions. The results showed that students' understanding of online gender-based violence was good, with an average score of 4.00. Most students understood the definition, forms, and impacts of online gender-based violence and were aware that victims of online gender-based violence could come from various genders and ages. Students' knowledge was obtained through social media, education at school, and socialization from related institutions. This study emphasizes the importance of strengthening sustainable gender-based digital education in schools to increase awareness and prevent online gender-based violence among adolescents

INTRODUCTION

In today's digital age, advances in information and communication technology have developed rapidly, particularly in the field of social media. Platforms such as Instagram, Facebook, TikTok, and Twitter have become an integral part of daily life and are widely used

for communication, entertainment, and information sharing. The ease of access to information, the speed of content dissemination, and interactive features make social media an effective medium for social interaction. However, alongside these benefits, social media also presents various challenges, including the spread of misinformation, violations of privacy, and the emergence of online gender-based violence.

Online gender-based violence refers to acts of violence carried out and facilitated through digital technologies. The Association for Progressive Communications (APC) defines online gender-based violence as violence that is committed, supported, or exacerbated in part or in whole by the use of information and communication technologies, including mobile phones, the internet, social media platforms, and electronic communication. This form of violence may also have offline consequences, causing psychological, sexual, and social harm to victims (Adkiras et al., 2021). Forms of online gender-based violence include harassment, cyberbullying, the non-consensual distribution of intimate images, threats, stalking, and identity misuse through fake accounts (Ellen & Nenden, 2019).

The incidence of online gender-based violence shows a concerning increase. Data from the Annual Report of the National Commission on Violence Against Women in Indonesia recorded a significant rise in reported cases of online gender-based violence, increasing from 281 cases in 2020 to 940 cases in 2021. At the regional level, Bengkulu City has also experienced an increase in reported cases of electronic-based sexual violence, indicating that online gender-based violence is not limited to large urban areas but also affects regional communities (Bisri, 2023). This growing trend highlights online gender-based violence as an urgent social problem that requires serious attention.

One important aspect that needs to be addressed in responding to online gender-based violence is the level of understanding among social media users. Understanding refers to an individual's ability to recognize, explain, and comprehend information related to a particular phenomenon (Indriani et al., 2022). In the context of online gender-based violence, understanding includes knowledge of its definition, forms, causes, and potential impacts. Adequate understanding is essential, as limited knowledge may lead individuals to normalize violent behavior or fail to recognize harmful actions in digital interactions. Violence itself is understood as an act that causes physical and psychological harm as a result of coercion or aggression (Fitria, 2020). Meanwhile, gender is a social construct that distinguishes the roles of men and women and shapes power relations in society (Yusdani et al., 2024). This inequality in relations is the basis for the emergence of gender-based violence, which is an act that harms a person because of gender-based power differences (Ani, 2020). In the digital realm, online gender-based violence is violence facilitated by technology and directed at victims based on their gender or sexuality (Ellen & Nenden, 2019).

Junior high school students represent a vulnerable group in the digital environment. During early adolescence, students begin to actively engage with social media for communication, entertainment, and self-expression. At this stage, they are still developing cognitive maturity and critical thinking skills, which may affect their ability to assess risks in the digital space. Peer pressure, fear of missing out (FOMO), and the desire to follow online

trends often encourage students to participate in digital activities without fully understanding their consequences. Limited digital literacy further increases the risk of exposure to inappropriate content and online gender-based violence (Rosyidah et al., 2022).

Several previous studies have examined online gender-based violence from various perspectives. Misbah et al., (2025) focused on educational interventions aimed at increasing senior high school students' awareness of online gender-based violence through socialization programs. Rosyidah et al., (2022) explored the phenomenon of online gender-based violence among adolescents using a qualitative approach, emphasizing social media interactions and perpetrator–victim relationships. Meanwhile, Mustika et al., (2023) examined efforts to strengthen teachers' understanding of online gender-based violence as a preventive strategy in schools. Although these studies provide valuable insights, most of them concentrate on educational programs, qualitative analyses, senior high school students, or teachers as research subjects.

Based on this review, there is a research gap concerning empirical quantitative studies that specifically examine the level of understanding of online gender-based violence among junior high school students, particularly in regional school settings. Junior high school students are at a critical developmental stage where attitudes and awareness related to digital behavior are formed, yet their level of understanding of online gender-based violence has received limited scholarly attention.

Therefore, this study aims to analyze the level of understanding of online gender-based violence among students at SMP Negeri 22 Bengkulu city using a quantitative descriptive approach. This research offers novelty by focusing on junior high school students as the research subject and by providing empirical data on their level of understanding of online gender-based violence in a regional context. The findings of this study are expected to serve as a basis for strengthening digital literacy education and gender-sensitive prevention strategies in junior high schools.

METHOD

This study uses a quantitative approach because quantitative research views objects as a whole or in part (sample) and produces data in the form of numbers which are then analyzed using statistical calculations to determine the research results (Siregar, 2020). The method used is a descriptive method which aims to simplify complex data through the process of collection, organization, presentation, and analysis. Descriptive statistics are used to describe the main patterns and trends through measures of central tendency such as the mean, median, and mode, as well as measures of dispersion such as standard deviation, variance, and range (Subhaktiyasa et al., 2025). The research question in this study is “How well do students at SMP Negeri 22 Bengkulu city understand online gender-based violence?” The variables observed in this study are the representations of students at SMP Negeri 22 Kota Bengkulu regarding online gender-based violence.

Data collection was conducted through questionnaires and structured interviews. Questionnaires were chosen because they are effective when researchers already know the variables to be measured and are suitable for a large number of respondents. Based on the type

of questions, questionnaires can be open-ended or closed-ended. Open-ended questionnaires allow respondents to answer freely, while closed-ended questionnaires provide prepared answer options (Nafisatur, 2024). The interviews used were structured interviews, which are interviews that use a fixed and sequential list of questions. This type of interview aims to obtain answers in accordance with the hypothesis and is used when all informants have the same opportunity to answer (Rivaldi et al., 2023). Interviews were conducted with five students who were members of the PIK-R organization.

The population in this study was all 60 eighth-grade students at SMP Negeri 22 Kota Bengkulu. The population is defined as all objects or individuals that have certain characteristics and are the focus of the study. The population is the entirety of the research objects, while Nazir defines it as a group of individuals with certain characteristics (Sulistiyowati, 2023). This study used total sampling, which is a sampling technique that involves all members of the population who meet the inclusion criteria. This technique is used when the population is small and all members are relevant to the study (Purwanza et al., 2022). Thus, all 60 eighth-grade students were used as the research sample.

The variable in this study uses a single variable, namely the understanding of students at SMP Negeri 22 Bengkulu city regarding online gender-based violence. With several measurable indicators, including understanding of the definition of online gender-based violence, knowledge of its impact, attitudes and actions or responses to online gender-based violence. All indicators were measured using a questionnaire with a likert scale.

Data processing is carried out in several stages. The first stage is editing, which involves checking the completeness, consistency, and relevance of the answers before entering the coding stage. At this stage, researchers ensure that there are no duplicate answers, answers that do not fit the category, or answers that are not suitable for use so that the data analyzed is completely clean and valid (Putra et al., 2023). The second stage is coding, which is assigning codes in the form of numbers or symbols to each respondent's answer to facilitate statistical data processing (Sugiyono, 2020). In this study, Likert scale responses were coded as follows: Very good (5), Good (4), Not so good (3), Not good (2), and Very bad (1). The next stage is assigning scores from 1 to 5 with intervals of 1.00–1.79 (very poor), 1.80–2.59 (poor), 2.60–3.39 (fair), 3.40–4.19 (good), and 4.20–5.00 (very good) (Tommy & Suyasa 2023). The data was then presented in the form of a frequency distribution table to illustrate the distribution of respondents' answers (Wahab et al., 2021).

The data analysis techniques used include single tables and cross tables. Single tables are used to present a single variable, such as the number of students based on gender, age, grade, and level of social media use (Martias, 2021). Meanwhile, cross tables are used to see the relationship between variables, for example, the relationship between respondent categories and their representation of online gender-based violence. In addition, this study examines differences in students' understanding based on gender using the Chi-Square test. The presentation of cross tables makes it easier for researchers to see patterns of relationships or differences between respondent groups.

The research instruments underwent validity testing to ensure that each question item was capable of measuring the intended indicator. All statement items were declared valid and suitable for use (Rosita et al., 2021). In addition, reliability testing was also conducted to ensure the consistency of the measurement results. The instrument was declared reliable because it produced stable and consistent data (Forester et al., 2024).

To analyze differences in frequency distribution between variables, the Chi-Square test (Test of Independence) was used. This technique is used on nominal or ordinal data to determine whether there are differences in response patterns or relationships between independent variables (Sugiyono, 2020).

RESULT AND DISCUSSION

RESULT

Validity Test

Tabel 1. Validity Test

Pertanyaan	R Hitung	R Tabel	Keterangan
Item 1	0.283	0.254	Valid
Item 2	0.829	0.254	Valid
Item 3	0.832	0.254	Valid
Item 4	0.906	0.254	Valid
Item 5	0.918	0.254	Valid
Item 6	0.940	0.254	Valid
Item 7	0.843	0.254	Valid
Item 8	0.303	0.254	Valid
Item 9	0.667	0.254	Valid
Item 10	0.926	0.254	Valid
Item 11	0.803	0.254	Valid
Item 12	0.909	0.254	Valid
Item 13	0.773	0.254	Valid
Item 14	0.810	0.254	Valid
Item 15	0.896	0.254	Valid
Item 16	0.768	0.254	Valid
Item 17	0.682	0.254	Valid
Item 18	0.901	0.254	Valid
Item 19	0.865	0.254	Valid
Item 20	0.530	0.254	Valid

Source: Primary data processed by researchers, (2025)

The questionnaire decision criteria are valid if the calculated R is greater than the table R value. In a sample (n) = 60 with $Df = (N-2)$, this means 58 is 0.254. The highest calculated R value is found in item 6 with a value of 0.940, while the lowest calculated R value is found

in item 1 with a value of 0.283. Although this item has a low value, it can be considered valid because it is greater than the table R.

Reliability Test

Table. 2 Reliability Statistics

Cronbach's Alpha	N of Items
0.964	20

Source: Primary data processed by researchers, (2025)

Based on the reliability test results, Cronbach's Alpha value was 0.964 with a total of 20 questions. This value indicates that the instrument used is in the reliable category, because the Cronbach's Alpha value is greater than 0.60. In addition, a value of 0.964 is in the highly reliable category, which means that each item in the questionnaire has very high internal consistency and is able to measure the research variables in a stable manner. This high value also indicates that the respondents' answers tend to be consistent and not random, and the items in the instrument support each other to describe the construct being measured. Thus, the research instrument can be considered suitable for use because it is capable of producing reliable and accurate data.

Social Media

Table 3. Social Media Used by Students

Social Media	Male	Female	%	%
Free Fire	8	3	72.73%	27.27%
Instagram	9	12	42.86%	57.14%
Roblox	3	4	42.86%	57.14%
Tiktok	16	22	42.11%	57.89%
WhatsApp	14	16	46.67%	53.33%

Source: Primary data processed by researchers, (2025)

The most widely used social media platform is TikTok, with 38 respondents (35.51%), consisting of 16 males (42.11%) and 22 females (57.89%). This shows that females are more

dominant in using TikTok than males. Next, Instagram is also quite popular with a total of 30 respondents (28.04%), consisting of 14 males (46.67%) and 16 females (53.33%), which means that its use between males and females is relatively balanced but still more widely used by females.

Meanwhile, Free Fire is more widely used by males, namely 8 people (72.73%) compared to females, namely 3 people (27.27%), with a total of 11 respondents (10.28%). These results show that Free Fire is more popular among male students as a medium for social interaction in online games. Roblox is used by 21 respondents (19.63%), consisting of 9 males (42.86%) and 12 females (57.14%), indicating that this application is slightly more popular among females. WhatsApp was used by 7 respondents (6.54%), consisting of 3 males (42.86%) and 4 females (57.14%).

These findings indicate that female students have a greater tendency to use social media, especially those that are entertainment and social interaction-oriented, such as TikTok and Instagram, while male students are more dominant on game-based platforms such as Free Fire.

Level of understanding

Table 4. Junior high school students' level of understanding of online gender-based violence

Aspects of Understanding	Average score	Category
Remaining About Online Gender-Based Violence		
Knowledge about online gender-based violence	3.83	Good
Knowledge about the impact of online gender-based violence	3.87	Good
Views or attitudes towards online gender-based violence	4.19	Good
Actions or responses to online gender-based violence	4.11	Good
Number	4.00	Good

Source: Primary data processed by researchers, (2025)

Based on the results of data processing in the table above, it can be seen that the overall average score for students' understanding of online gender-based violence is 4.00, which is categorized as good. This shows that, in general, students have a good understanding of the concept, impact, and attitudes and actions related to online gender-based violence.

When viewed by aspect, the aspect of knowledge about online gender-based violence obtained an average score of 3.83, which is categorized as good, meaning that students have a sufficient understanding of the terms, forms, and examples of online gender-based violence. The aspect of knowledge about the impact of online gender-based violence has an average score of 3.87, which is categorized as good, indicating that students understand that online gender-based violence can have negative psychological, social, and academic impacts on victims.

Furthermore, the aspect of views or attitudes towards online gender-based violence obtained an average score of 4.19, which is categorized as good. This result shows that students have positive views and reject acts of gender-based violence in the virtual world. The aspect of actions or responses to KBGO received an average score of 4.11, which is categorized as good, meaning that students have shown a tendency to respond appropriately, such as reprimanding the perpetrator, reporting to the authorities, or supporting the victim.

Thus, the results illustrate that students at SMP Negeri 22 Bengkulu city have a good level of understanding of online gender-based violence, in terms of knowledge, attitude, and concrete actions in responding to this issue.

Independent chi-square test

Differences in Understanding online gender-based violence between Male and Female Students

Table. 5 Differences in junior high school students' understanding of online gender-based violence

Student Understanding	Male	Female	Number
Very Poor	1	1	2
Poor	3	1	4
Fair	8	1	9
Good	3	8	11
Very Good	13	21	34
Total	28	32	60

Source: Primary data processed by researchers, (2025)

Based on the results of the Chi-Square test conducted to determine whether there is a difference in understanding of online gender-based violence between male and female students, a Chi-Square value of 134.393 with a degree of freedom (df) = 4 was obtained. This value was then compared with the table value of 9.488 at a significance level of 5%. Because χ^2_{hitung} (134.393) > χ^2_{tabel} (9.488), H_0 was rejected and H_1 was accepted. This means that there is a

significant difference between male and female students' understanding of online gender-based violence (KBGO).

It can be seen that most female students are in the good (21 people) and very good (8 people) categories, while male students tend to be in the fairly good (8 people) and good (13 people) categories. This difference may be due to factors such as experience and sensitivity to gender issues, as well as the way the two gender groups receive and interpret information. Thus, the results of this test reinforce the assumption that gender affects students' level of understanding of online gender-based violence, with female students having a better understanding than male students.

RESULT AND DISCUSSION

Students' understanding and responses to online gender-based violence can be systematically analyzed through the lens of symbolic interactionism. The findings of this study confirm that students at SMP Negeri 22 Bengkulu City do not merely possess surface-level knowledge of online gender-based violence, but actively construct its meaning through continuous interaction with digital symbols such as comments, emojis, messages, images, and videos encountered in social media environments. These symbols function as social cues that shape students' interpretations of what constitutes acceptable behavior and what is categorized as online violence.

The research objective namely to examine the level of students' understanding of online gender-based violence is empirically supported by the findings. The overall results indicate that students' level of understanding falls within the good category, demonstrating that students are able to identify the forms of online gender-based violence and recognize its psychological and social impacts. This includes awareness that victims of online gender-based violence may suffer emotional distress, fear, and long-term trauma as a result of harassment in digital spaces.

These findings are in line with Munawwarah (2025), who states that victims of cyberbullying often experience deep trauma due to harsh comments, intimidation, and the dissemination of intimate content without permission. Such understanding reflects students' sensitivity toward the serious consequences of online gender-based violence and reinforces the classification of their comprehension as multidimensional, encompassing knowledge, attitudes, and actions. The United Nations (2024), emphasizes that active responses such as reporting perpetrators, not reposting harmful content, and providing emotional support to victims are forms of protective behavior that have been proven effective in reducing cases of cyberbullying, in line with the tendencies of students' actions in this study.

From a symbolic interactionism perspective, meanings related to online gender-based violence are formed and negotiated through social interactions with peers, teachers, and digital communities. Group discussions and learning activities within the school environment serve as important arenas for meaning-making, where students collectively reinterpret online violent behavior as morally unacceptable and socially harmful. Through these interactions, students develop shared definitions of responsibility, empathy, and appropriate responses to

online gender-based violence, which further strengthens their critical awareness of digital violence.

These findings are consistent with previous studies that emphasize the social construction of adolescents' understanding of online violence. Juniarni (2025), found that dialogic learning and guided discussions significantly enhance students' ability to recognize and respond to online gender-based violence. Similarly, Ramadhanti & Mardiansyah (2025) argue that adolescents with higher levels of digital literacy and gender awareness tend to exhibit stronger rejection of online violence. Juditha (2022), further supports this argument by demonstrating that adolescent girls, due to their frequent exposure to gender-based harassment on social media, develop greater sensitivity and awareness of online gender-based violence.

The significant gender differences identified in this study further reinforce the symbolic interactionist explanation. Female students' higher levels of understanding indicate more intensive interaction with gendered digital symbols and online experiences, which shape their interpretations of KBGO as a serious and personal risk. This understanding is further strengthened Women's conceptualization of technology-facilitated violence as part of a continuum of violence, where online abuse does not stand alone but may intensify, prolong, or amplify harm across digital and offline spaces, resulting in sustained psychological, social, and even economic consequences for victims (UN Women, 2022).

This finding aligns with Arianto, (2021), who highlights that women are more frequently targeted by digital sexual violence, leading to heightened vigilance and awareness. UN Women (2024), also emphasizes that increased engagement with social media platforms among adolescent girls contributes to greater exposure to, and understanding of, online gender-based violence.

Overall, the findings demonstrate that students' knowledge, attitudes, and actions toward online gender-based violence are the outcomes of a complex and continuous process of social interaction occurring across both school and digital environments. Social media functions as the primary symbolic space where meanings of online gender-based violence are constructed, interpreted, and internalized. Therefore, this study conclusively shows that students at SMP Negeri 22 Bengkulu City possess a good level of understanding of online gender-based violence, shaped through dynamic interactions that influence how they perceive, evaluate, and respond to online gender-based violence.

CONCLUSION

Based on the results of the study, it can be concluded that the level of understanding of students at SMP Negeri 22 Bengkulu City regarding online gender-based violence is relatively good, with an average score of 4.00. This shows that students understand the definition, forms, impacts, and ways to respond to online gender-based violence. Students are aware that actions such as the distribution of personal photos without permission, insults, and harassment on social media are forms of gender-based violence that have psychological and social impacts, such as fear, anxiety, and decreased self-confidence.

With a Chi-Square value of $\chi^2_{\text{count}} (134.393) > \chi^2_{\text{table}} (9.488)$, H_0 is rejected and H_1 is accepted. There is a difference in the level of understanding based on gender, where female students have a higher level of understanding than male students, which is influenced by their experience and intensity of social media use. Based on Herbert Blumer's symbolic interactionism theory, students' understanding of online gender-based violence is formed through social interaction and interpretation of digital symbols in the school environment and social media. In terms of attitudes and actions, students show rejection of online gender-based violence and tend to reprimand perpetrators and provide support to victims.

Thus, it can be concluded that students' understanding of online gender-based violence has developed through social experiences, digital interactions, and educational support at school. However, this study has limitations in that the scope of respondents only covers one school and the quantitative method does not explore students' experiences in depth. Therefore, further research with a qualitative approach is needed to obtain a more comprehensive understanding of the factors that influence online gender-based violence.

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