Online Gender-Based Violence Among Adolescents In Kediri City

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ABSTRACT

This study investigates the incidence, forms, and psychological impacts of Online Gender-Based Violence (OGBV) among adolescents in Kediri City. Employing a quantitative descriptive design, data were collected via online questionnaires from 363 respondents aged 10–19 years in August 2024. Results indicate that 28% of adolescents have encountered gender-based violence online, with 52.9% aware of perpetrators, often friends or acquaintances. Sexual threats, disparaging remarks, and sharing content without consent are the most prevalent types. Because social media use is so common among teenagers, the findings show how exposed they are to OGBV, underscoring the need for strong policy frameworks and focused digital safety education. In addition to providing useful empirical data for legislators, educators, and guardians to combat online gender-based violence among youth, this study emphasises the significance of early awareness and intervention to prevent psychological trauma and promote safe online environments.

Keywords: adolescents, digital safety, online gender-based violence, social media

BACKGROUND

The internet maintains a permanent position in daily life because of fast information and communication technology progress and social media platform expansion in our hyperconnected world. The rapid development of information and communication technologies alongside social media platform growth has introduced new possibilities for expression and connection and activism but simultaneously created the dangerous phenomenon of Online Gender-Based Violence (OGBV). The harmful actions directed at people because of their gender or sex which use digital technologies to operate constitute Online Gender-Based Violence (OGBV) according to Dunn (2020) and Almenar (2021). The range of abusive behaviors includes sexual harassment and financial manipulation and psychological abuse which cause victims to experience enduring trauma and social isolation and anxiety (Faith, 2022; Hicks, 2021).

According to research, social media not only increases the reach of offenders to cause harm but also poses serious obstacles to survivors' attempts to obtain justice and heal (Barter & Koulu, 2021; Ratnasari et al., 2021). Survivors frequently have to negotiate a digital environment where virality and visibility are confused with justice. This dynamic is encapsulated in the Indonesian context by the phrase "No Viral, No Justice," which illustrates how public attention can be both empowering and exposing victims to additional scrutiny and emotional distress (Candraningrum et al., 2024). As a deeply human issue rooted in structural inequality, power disparities, and the ongoing vulnerability faced by marginalised groups online, addressing online gender-based violence (OGBV) calls for swift and consistent action (Almenar, 2021).

There are two types of OGBV: highly individualised and generalised. Perpetrators and victims can be strangers, peers, acquaintances, or intimate partners, or they can be completely anonymous. Sexual threats, disparaging remarks, digital surveillance (cyberstalking), and the unconsented dissemination of private material are among the common forms of violence that take place on well-known social media sites like Facebook, Instagram, and WhatsApp. Although the majority of victims are girls and women, studies have also revealed that boys and men can also become the targets of this violence (Moulita et al., 2023).

In Indonesia, the urgency to address this issue is intensified by the country's youthful digital demographic. According to a study conducted by Plan International, involving 500 girls aged 15–20 years, 32% reported experiencing online abuse firsthand, and 56% had witnessed or known someone affected by such violence (Shahid & Rane, 2022). Alarmingly, evidence indicates that digital abuse can begin as early as ages 8–14, suggesting that children are being exposed to OGBV at increasingly younger ages, thereby normalizing harmful online behavior during critical developmental stages (Stoilova et al., 2021).

Data from the National Commission on Violence Against Women recorded 354 cases of OGBV in the period of January to May 2020 alone exceeding the total reported cases for the entire year of 2019, which stood at 281 (Satriawan, 2021). These figures not only reflect a growing trend but also expose the inadequacy of current systems in safeguarding adolescents from digital threats. The lack of effective legal and psychological support infrastructures exacerbates the vulnerability of young internet users, particularly teenage girls.

One such area where there is still a dearth of empirical data on OGBV is Kediri City, a mid-sized urban centre in East Java. Few studies have examined the localised experiences of adolescents in particular cities like Kediri, despite the fact that digital gender-based violence is becoming more widely recognised nationwide. According to preliminary observations, teens in this region use social media to a considerable degree, but little is known about the scope and type of risks they face, especially in the form of gendered digital abuse. Since developing culturally and contextually appropriate interventions requires an

understanding of the localised dynamics of OGBV, this knowledge gap offers a strong argument for scholarly investigation.

Moreover, online gender-based violence cannot be dismissed as a virtual extension of offline violence. It is amplified by the distinct characteristics of the internet its anonymity, virality, and permanence which intensify its impact. Victims often suffer repeated trauma, fear of exposure, and chronic psychological stress due to the viral circulation of abusive content and the difficulty of completely removing such material once shared (Jones et al., 2024).

Thus, the purpose of this study is to investigate and characterise the prevalence, manifestations, and psychological impacts of online gender-based violence among teenagers in Kediri City. The primary goal is to produce empirical data that can guide evidence-based interventions, including enhanced local policy frameworks, school-based digital safety initiatives, and educational campaigns. The study intends to fill this research gap in order to promote gender equity and adolescent well-being in digital environments, as well as to increase awareness.

METHODS

In order to identify and examine trends within a specific population, this study used a quantitative descriptive research design. In August 2024, the study was carried out in Kediri City. Teenagers between the ages of 10 and 19 who were enrolled in high schools or colleges in the Kediri City region were included in the target population. Purposive sampling was used to select 363 respondents in total, making sure that participants fulfilled the precise requirements pertinent to the goals of the study. A structured online survey created with Google Forms was used to collect data. During the data collection period in August 2024, eligible participants received the link to the questionnaire via WhatsApp. Descriptive statistical techniques were then used to examine the collected data in order to spot patterns and efficiently compile the participants' answers. According to ethical clearance letter No. 033.1/25/VII/EC/KEP/UNIK/2024, the Ethics Committee of Universitas Kadiri granted ethical approval for this study.

RESULTS

Table 1. Characteristic Responden Based on Gender

Gender	Frequency (n)	Percentage (%)
Male	96	26.4
Female	267	73.6
Total	**363**	**100**

The respondents gender distribution is shown in the table. Of the 363 participants, 96 (26.4%) are men and 267 (73.6%) are women. This suggests that women make up almost three-quarters of the study's sample, making them the majority of responders.

Table 2. Characteristic Responden Based on Age

Age (Years Old)	Frequency (n)	Percentage (%)
13	1	0.3
14	3	0.8
15	33	9.1
16	104	28.7
17	73	20.1
18	106	29.2
19	43	11.8
Total	**363**	**100**

Most participants are between the ages of 18 (29.2%) and 16 (28.7%), with 17 (20.1%) and 19 (11.8%) making up the next largest percentage. Just 9.1% of respondents are 15 years old, and just 0.8% and 0.3% of the sample are 14 and 13 years old, respectively. This indicates a concentration in mid-to-late adolescence, as the majority of responders are between the ages of 16 and 18.

Table 3. Characteristic Responden Based on Current Education

Current Eduction	Frequency (n)	Percentage (%)
Grade 1 Junior High School	1	0.3
Grade 2 Junior High School	4	1.1
Grade 3 Junior High School	1	0.3
Grade 1 Senior High School	136	37.5
Grade 2 Senior High School	47	12.9
Grade 3 Senior High School	145	39.9
1st Semester in University	2	0.6
2nd Semester in University	27	7.4
Total	**363**	**100**

The current educational levels of the respondents are 39.9% in Grade 3 and 37.5% in Grade 1, the majority of participants are seniors in high school. 12.9% are senior high school students in grade 2. With 7.4% in their second semester and 0.6% in their first, university students make up a smaller percentage of respondents. Just 1.7% of respondents are junior high school students.

Table 4. Characteristic Responden Based on Length of Time Using Social Media

Length Of Time Using Social Media	Frequency (n)	Percentage (%)
<1 hours	29	8.0
1 – 2 hours	94	25.9
3 – 5 hours	139	38.3
>5 hours	101	27.8
Total	**363**	**100**

The amount of time respondents spend on social media each day is shown in the table. The majority, 38.3%, spend three to five hours on social media, with 27.8% spending more than five hours. Only 8% use it for less than an hour, while 25.9% use it for one to two hours. Given that more than 66% of respondents spend more than three hours a day on social media, it appears that the majority of respondents use these platforms extensively.

Table 5. Characteristic Responden Based on Status of Resident

Status of Resident	Frequency (n)	Percentage (%)
With parents	339	93.4
Not with parents	24	6.6
Total	**363**	**100**

The living arrangements of the respondents are displayed in the table. Just 6.6% (24 people) do not live with their parents, whereas the vast majority, 93.4% (339 people), do. Given that the majority of respondents still live in their parents' homes, it is likely that they are still reliant on them, perhaps as a result of their advanced age or level of education.

Table 6. Characteristic Responden Based on The Social Media Platform

The Social Media Platform	Frequency (n)	Percentage (%)
Facebook	3	0.8
Instagram	63	17.4
Twitter	8	2.2
Tik Tok	155	42.7
WhatsApp	110	30.3
Telegram	1	0.3
YouTube	23	6.3
Total	**363**	**100**

The table displays the respondents' social media platform usage distribution. TikTok is the most popular platform, with 42.7% of respondents saying it was their first choice. Third place goes to Instagram (17.4%), then WhatsApp (30.3%). Facebook (0.8%), Twitter (2.2%), YouTube (6.3%), and Telegram (0.3%) are less commonly used platforms. This suggests that short-form video and messaging apps are the respondents' top choices.

Table 7. Knowing The Perpetrators of Online Gender-Based Violence

Knowing The Perpetrators of Online Gender-Based Violence	Frequency (n)	Percentage (%)
Yes	192	52.9
No	171	47.1
Total	**363**	**100**

The table shows respondents' awareness of online perpetrators of gender-based violence. More than half (52.9%) of the respondents claimed to know someone who has committed such crimes, while 47.1% claimed not to. Given that a significant portion of participants are either directly or indirectly aware of the perpetrators of online gender-based violence, it appears that the participants recognise the issue.

Table 8. Ever Reported Online Gender-Based Violence

Ever Reported Online Gender-Based Violence	Frequency (n)	Percentage (%)
Yes	102	28
No	261	72
Total	**363**	**100**

The majority of respondents (72%) have not experienced gender-based violence online, although a significant minority (28%) have. This suggests that online gender-based violence may affect over 25% of the population surveyed, underscoring the necessity of targeted interventions and support systems.

DISCUSSION

Level Knowledge of Adolescents About Online Gender-Based Violence

The data in Table 7 shows that more than half of the respondents (52.9%) reported knowing perpetrators of gender-based violence online. This indicates that adolescents' awareness of the existence of such behaviour is relatively high. This fact is important because most of the respondents were in the age range of 16 to 18 years (Table 2) and were studying at the senior high school level (Table 3), a developmental phase where social identity and moral values are being actively formed (Santrock, 2019). At this age, adolescents are highly connected to digital technology and active in various social media platforms, making them a group that is highly exposed to social issues in the digital space, including gender-based

violence.

This phenomenon can be understood in the context of digital natives-a generation of young people who have grown up with digital technologies and have natural skills in navigating online platforms (Livingstone et al., 2014). Exposure to social media makes it easier for adolescents to encounter content and experiences related to gender-based violence, whether as witnesses, victims or perpetrators. Their awareness of the existence of online perpetrators of gender-based violence may also be triggered by personal experiences or by stories shared in digital communities. This level of digital literacy reflects an early understanding of individual rights and ethics in online social interactions (Nascimbeni & Vosloo, 2019).

Furthermore, Table 6 shows that TikTok (42.7%), WhatsApp (30.3%) and Instagram (17.4%) are the most used platforms by respondents. These three platforms are recognised as highly dynamic spaces for social interaction and often serve as channels for information dissemination, entertainment and social conflict. The characteristics of each platform provide different user experiences in recognising or experiencing gender violence. TikTok, for example, uses algorithms that amplify interest-based content, including sexist or discriminatory content (Cheng & Li, 2024). WhatsApp, as a private messaging app, is often used to spread harassing content that is not easily traceable. Instagram, with its emphasis on visualisation, is often the site of social pressure, body objectification and sexualised comments (Chua & Chang, 2016).

This awareness of online gender-based violence perpetrators also reflects a certain level of digital literacy. Adolescents who are able to recognise problematic behaviour online demonstrate an understanding of privacy rights, digital ethical boundaries and forms of symbolic violence that appear on online platforms (Nascimbeni & Vosloo, 2019). However, it is important to note that this awareness does not necessarily mean they have the ability or courage to report or stop such behaviour. In many cases, victims or witnesses of violence choose to remain silent for fear of being intimidated or ostracised. Education and public discourse also contribute to strengthening adolescents' awareness of gender violence issues. Digital campaigns from Non-Governmental Organizations, influencers, and school learning materials on gender equality and social media etiquette can expand adolescents' understanding of the boundaries of behaviour that can be categorised as violence (Bailey & Steeves, 2015). Adolescents today are more likely to encounter educational content or victim testimonials that are widely shared on social media, which reinforces the narrative that online gender-based violence is a real problem that needs attention.

However, social media also often reproduces toxic gender stereotypes and norms. For example, women are often sexualised in TikTok or Instagram videos, while in conversational spaces such as WhatsApp, verbal abuse is often not recognised as a form of violence because it has become commonplace in digital culture (Ringrose et al., 2013). Under these conditions, adolescents may be aware of who the perpetrators of violence are, but do not understand the power structures that underpin such behaviour. Adolescents' social circles, especially peers, are an important channel for disseminating information on digital violence issues. Within peer communities, there are often informal discussions about incidents that occur on social media, including recognising who is considered to be abusive or inappropriate. This forms a collective awareness of the boundaries of acceptable behaviour and what is not (boyd, 2020). However, the existence of group norms can also be a barrier when victims feel unsupported or even blamed.

This high awareness is unfortunately not always accompanied by the capacity to act. Many adolescents, while aware of violence or perpetrators, do not know how to report, fear social consequences, or doubt that their reports will be taken seriously (Henry & Powell, 2018). This signals the need for strategic interventions that not only raise awareness, but also

empower adolescents with legal knowledge and youth-friendly reporting systems. The data reflects that adolescents' awareness of online gender-based violence perpetrators is already at a fairly high level, which is an important foundation for prevention efforts. However, creating a truly safe digital space requires a synergy between digital literacy education, emotional and legal support for victims, and strict social media platform policies against offences. Schools, parents, governments and platform providers must work together to build an inclusive, safe and empowering digital ecosystem for young people.

Attitude towards Online Gender-Based Violence

While the survey data does not directly measure adolescents' attitudes towards online gender-based violence, some important inferences can be drawn from the available findings. One of the most striking is the gap between the high level of awareness of gender-based violence (as reflected in Table 7) and the low level of reporting (only 28% in Table 8). This phenomenon suggests that while adolescents recognise the existence of such violence, they do not feel compelled or able to report it. This indicates that there are psychosocial factors that influence their attitudes and actions in the face of digital violence. One of the main interpretations of this data is that some teens have normalised gender-based violence as part of their digital lives. According to research by Stoilova et al. (2021), repeated exposure to violent content on the internet can lead to desensitisation, where violence is no longer perceived as serious. As a result, reporting becomes an action that is considered unnecessary, or even excessive. This normalisation can also be triggered by the lack of formal education that explicitly addresses gender-based violence as a form of violence equivalent to physical violence.

Fear and mistrust of the reporting system were significant barriers. Many adolescents felt that reporting gender-based violence would not result in any change, or would even lead to negative consequences for themselves. Barter et al. (2009) show that victims of violence often experience revictimisation when trying to seek help, either through school institutions or legal authorities. This mistrust is reinforced by experiences or narratives from peers that suggest reporting is ineffective. The gap between knowledge of perpetrators of gender-based violence and the act of reporting indicates an imbalanced power dynamic. While adolescents may know who their abuser is, they feel powerless to act because the abuser is in a more powerful social position, for example as a senior, close friend, or even a partner. This is reinforced by the findings of Ringrose et al. (2013), who mentioned that social intimidation and emotional dependence often make victims choose to remain silent.

Social stigma against victims of violence, especially gender-based violence that occurs online, also plays a major role in reducing reporting rates. In many societies, including Indonesia, reporting sexual violence or gender-based violence is often associated with shame or disgrace, both for victims and their families. UNICEF (2020) notes that shame and fear of negative judgement from the social environment are major barriers for victims to speak out. Therefore, even though adolescents are aware of gender-based violence and recognise the perpetrators, they prefer to remain silent in order to maintain their personal and family image and dignity. The fact that most respondents (93.4%) live with their parents, as noted in Table 5, is also a factor that needs to be further analysed. On the one hand, living with parents can provide a sense of security and protection; but on the other hand, the presence of parents can make adolescents reluctant to speak openly about their negative experiences. Concerns about parental reactions, such as anger, bans on online activities, or even victim blaming, may lead adolescents to choose not to report their experience of gender-based violence.

Family relationships and communication patterns are crucial in shaping adolescents' attitudes towards reporting gender-based violence. If communication within the family is open and supportive, then children tend to feel safe to disclose the violence they experience. Conversely, in families that are authoritarian or lack empathy, adolescents will prefer to hide

the problem. Arnett (2006) emphasises that responsive and open families tend to increase adolescents' psychological resilience in the face of social pressures including violence. The lack of digital education integrated with a gender perspective also contributes to the low reporting rate. Schools often fail to provide critical and safe discussion spaces for students to discuss gender-based violence in depth. UNESCO (2019) states that gender insensitive and decontextualised education tends to fail to empower students to protect themselves and their peers from digital violence. Therefore, formal education needs to be redesigned to create critical awareness and practical skills in dealing with online violence.

To bridge the gap between awareness and reporting, a holistic intervention strategy is needed. This includes not only increasing understanding through education, but also improving the reporting system to make it more accountable and youth-friendly. The European Commission (2020) emphasises the importance of collaboration between schools, families, government agencies and digital platform providers to create a responsive and trusted reporting ecosystem. This includes data protection mechanisms, anonymity guarantees, and quick responses to reports. The gap between high awareness and low reporting of gender-based violence indicates structural and cultural issues affecting adolescent attitudes. From the normalisation of violence, social stigma, distrust of the system, to family dynamics, all contribute to low reporting rates. Addressing this requires a cross-sectoral approach that not only targets individuals, but also the systems and structures that shape adolescent mindsets and behaviours.

Actions Against Online Gender-Based Violence

Only 28% of respondents have ever reported an incident of online gender-based violence, as noted in Table 8. This figure highlights the stark gap between the level of awareness of gender-based violence and the actual actions taken by teenagers. While the issue of gender-based violence has been brought to the public's attention, and awareness levels were high in this survey, the reality is that only a small proportion of adolescents have taken the concrete step of reporting. This shows that awareness does not automatically lead to courage or the ability to act. One of the main causes of low reporting rates is the lack of trust in reporting institutions. Teenagers may not believe that their reports will be taken seriously by authorities, schools, or even digital platforms. According to Livingstone et al. (2014), young people often feel that institutions will not provide effective action, or will not even favour victims. This mistrust can be exacerbated by others' experiences or negative perceptions of bureaucracy and slow responses.

Fear of reprisal or retaliation from the perpetrator or social environment is also a significant barrier. Victims of gender-based violence may worry that if they report, the perpetrator will shame them online, or that friends will side with the perpetrator. This is particularly relevant among adolescents who are still highly attached to social networks and school communities. Research by Ringrose et al. (2013) shows that adolescent girls are often reluctant to report for fear of being stigmatised or ostracised by peers. Victim-blaming is also a contributing factor to adolescent reluctance to report. In many cultures, victims of gender-based violence are often perceived as 'inviting' violence because of their appearance, behaviour or online activities. UNICEF (2020) highlights that victim-blaming narratives come not only from peers, but also from adults, including teachers and parents, who should be a source of protection.

Lack of knowledge about reporting mechanisms is also a major challenge. Some adolescents may want to report, but do not know where to report or what the process is. This indicates that available reporting systems are not transparent enough or are not well integrated into young people's digital lives. According to Barter et al. (2009), without explicit education and adequate support, many youth end up choosing to do nothing. This indicates the need for stronger education and empowerment strategies. Digital literacy education that

includes the topic of gender-based violence, how to recognise its forms, as well as how to report it safely, is critical to reducing the gap between awareness and action. UNESCO (2019) emphasises that effective digital literacy should include an understanding of digital rights, online ethics and protection mechanisms.

Most of the respondents in this survey are still in secondary school and live with their parents. This situation provides both opportunities and challenges for families and educational institutions to become agents of protection and education. The role of schools as a safe place to learn about digital rights and reporting should be strengthened. Miller et al. (1998) state that schools that apply responsive and inclusive approaches are more successful in building students' confidence to talk about violence. Families play an important role in supporting reporting actions. Families that are open to discussions about the digital world, risks, and gender-based violence are more likely to encourage children to report experiencing gender-based violence. Conversely, in a family environment that is repressive or does not understand the dynamics of the digital world, adolescents may feel isolated and reluctant to speak out (Arnett, 2006). Therefore, parental education is also an important component of prevention strategies.

Digital platforms also hold a great responsibility in facilitating safe and user-friendly reporting for adolescent users. Many social platforms currently lack transparency in the reporting process, and provide minimal feedback on incoming reports. The European Commission (2020) calls for the need to strengthen regulations and design reporting systems that are user-friendly and take into account the needs of children and adolescents. The low reporting rate of gender-based violence is not a reflection of ignorance alone, but rather the result of a complex combination of structural and psychological factors such as mistrust, fear, stigma, and ignorance. Efforts to increase reporting must include a holistic educational approach, bold institutional interventions, and collaboration between schools, families, and digital platforms. Only by collectively addressing these barriers can adolescents be encouraged to act boldly and safely in the face of online violence.

Impact on Online Gender-Based Violence

The high level of social media usage among teenagers, as reflected in Table 4 where 66.1% of respondents use social media for more than three hours every day, places them in a vulnerable position to various forms of online dangers, including online gender-based violence. Continuous exposure to digital platforms not only opens up extensive social interaction opportunities but also increases the likelihood of encountering harmful or gender-based violence content. This raises concerns because the use of social media has become an inseparable part of teenagers' daily lives (Livingstone & Helsper, 2007). Platforms like TikTok and WhatsApp, which are predominantly used by teenagers in this survey, have become very fast media for spreading content. Characteristics such as "anonymous" features, instant dissemination, and algorithms that promote content virality make the spread of harmful material difficult to control. Many of the content that demeans women, reinforces gender stereotypes, or contains sexual harassment circulates without adequate filters or controls (Vandenbosch & van Oosten, 2017). When such content continues to be consumed and shared, there is a risk of normalising violence and blurring the lines between expression and exploitation.

Data showing that 52.9% of respondents are aware of online gender-based violence perpetrators strengthens the argument that this form of violence has permeated their digital environment. This indicates that cyberbullying is not a hidden or rare phenomenon, but rather something quite common to the extent that teenagers can identify the perpetrators within their own social networks. This also shows that the violence does not only occur by unknown individuals, but is often perpetrated by friends, acquaintances, or even partners (Barter et al., 2009), making it increasingly difficult for victims to report or take action. The low reporting

rate, which is only 28% as shown in the previous data, indicates that most online gender-based violence incidents are not followed up or are simply left unattended. When the majority of victims do not report, violence tends to be seen as part of the online "reality" that must be accepted, not fought against. This phenomenon has the potential to reinforce a digital culture that is permissive of gender-based violence and harassment, where harmful norms become increasingly entrenched (Ringrose et al., 2013).

The impact of exposure to cyberbullying is not only on the physical or reputational side but also significantly affects the mental health of adolescents. Victims who experience online harassment or violence often report symptoms of depression, anxiety, shame, and social isolation (Sourander et al., 2010). Because social media has become their main space for social interaction, the violence that occurs on these platforms has the same serious emotional impact as violence in the real world, and it can even be greater due to its public and continuous nature. Furthermore, if cyberbullying continues without adequate response, a digital culture will emerge that not only tolerates but also nurtures such violence. This culture is dangerous because it shapes the perception that such behaviour is "funny," "normal," or even "acceptable" while in the online space. UNESCO (2019) asserts that when gender-based violence is considered a normal part of the digital experience, prevention efforts become very difficult because there is no collective understanding that such actions are wrong.

Gender-sensitive digital education is greatly needed to counter this negative influence. Unfortunately, most digital literacy programs today are still focused on technical security (such as personal data protection) and have not yet addressed issues of gender equality or power dynamics in the digital space UNESCO (2019). As a result, adolescents are not sufficiently equipped with the critical skills to recognise, challenge, and reject forms of online gender-based violence. Family and school, as the closest environments to teenagers, play a key role in building this critical awareness. Involved parents and teachers who are sensitive to gender issues can provide a safe space for teenagers to discuss and openly report their negative experiences. Miller et al. (1998) emphasise the importance of open communication within families regarding digital risks and ethics, as part of character education that is adaptive to the digital era.

Intervention from digital platforms is also very much needed, especially in terms of content supervision, providing efficient reporting features, and imposing sanctions on users who violate community norms. However, the responsibility cannot be placed solely on technology. Cross-sector collaboration between the government, the education sector, civil society, and technology developers is needed to create a safe and equitable digital environment for all genders (The European Commission, 2020). The high use of social media and exposure to online gender-based violence without adequate reporting create a digital ecosystem that endangers the psychological well-being of adolescents and reinforces gender inequality. To prevent the long-term impact of this normalisation of violence, holistic interventions are needed that include digital literacy, policy reforms, victim empowerment, and the transformation of online culture towards values of justice and equality.

CONCLUSION

The findings of this study reveal that online gender-based violence (OGBV) among adolescents in Kediri is a pressing issue, with a considerable number of adolescents encountering various forms of digital violence. Despite high levels of awareness about perpetrators and online violence itself, many youths lack the knowledge, confidence, or support to report these incidents effectively. The results emphasize the necessity for comprehensive educational programs on digital literacy and gender rights, stronger protective policies, and collaborative efforts among families, schools, and digital platforms. Addressing these challenges is crucial to reducing the psychological effects on adolescents and fostering

a safer, more responsible online environment. The study provides empirical evidence that can inform targeted interventions and policymaking aimed at safeguarding adolescent digital rights and well-being.

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