Counteracting the Impact of Online Gender-Based Violence of False Allegations Using the 5R Method on UNIMUDA Sorong Students, Southwest Papua

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ABSTRACT: Advances in digital technology in addition to bringing benefits also pose new risks in the form of Online Gender-Based Violence (KBGO), one of which is false accusations or false accusations that can damage students' reputations. This condition is rampant in the campus environment, including at UNIMUDA Sorong, Southwest Papua, where students are a vulnerable group due to low digital literacy in identifying and handling KBGO cases. The research method used was a quantitative approach through a survey of 159 students with two stages, namely a pre-test to measure initial understanding and a post-test to see the impact of the intervention. The results showed a significant improvement in students' understanding of KBGO, courage to refuse, and case reporting skills after the intervention. The findings also point to other forms of GBV such as cyberbullying, impersonation, and non-consensual image sharing.

Keywords: Online Gender-Based Violence, False Accusations, 5R method.

INTRODUCTION

The rapid development of information and communication technology (ICT) has fundamentally changed the landscape of social interaction, including in the context of higher education. Although digital spaces offer unlimited access to learning and self-expression, they also pose serious challenges on the one hand, this poses a serious challenge in the form of Online Gender-Based Violence (KBGO). GBV is defined as any act of gender-based violence that is perpetrated, supported, or exacerbated through technology and information, that disproportionately targets women, and results in physical, sexual, or psychological suffering (Williamson et al., 2024).

This issue has become a national concern in recent years along with the development of social media which is widely used by the younger generation, especially generation Z. According to the latest Komnas Perempuan (CATAHU) Annual Record in 2024, the number of cases of Gender-Based Violence against Women (KBGtP) in Indonesia has increased significantly, reaching 330,097 cases, or an increase of more than 14% compared to the previous year(Komnas Perempuan, 2025b). In general, the number of Violence Against Women (KTP) will reach 445,502 cases in 2024, an increase of 9.77%.(Komnas Perempuan, 2025a) This data shows that despite the

increased access to services and the courage of victims, the trend of violence in digital spaces and public spaces remains an important threat (Haynes, 2024). Especially in the scope of education, Higher Education (PT) ranks first in the location of Gender-Based Violence, accounting for 35% of the total complaints received by Komnas Perempuan. This research focuses on forms of KBGO that are particularly vulnerable to student experience: False accusations (false accusations/defamation of cyberspace). The impact of false accusations in the online space is complex and devastating, not only causing reputational damage, but also triggering mental and emotional health disorders, stigmatization, discrimination, and fear and discomfort among UNIMUDA Sorong students.

One of the prevention efforts that continues to be carried out in higher education is in the form of building awareness. The implementation of prevention is not only in the process of building awareness but through other 5R frameworks that focus on a culture of Rights, Respect, Responsibility, Reasoning, and Resilience, but there are still gaps in empirically tested interventions to reduce post-incident impacts. Field conditions have not been found in the study that comprehensively focuses on overcoming the impact of false accusations in the student environment of UNIMUDA Sorong, Southwest Papua. Therefore, this study is very urgent with the objectives: 1) Analyzing the negative impact caused by false allegations of KBGO on Sorong UNIMUDA Students; and 2) Formulating and testing the effectiveness of structured countermeasures strategies using the 5R method as a mitigation intervention. This 5R framework is expected to be an adaptive and applicative solution to empower students in facing and recovering from the impact of KBGO in the digital era.

METHOD

This study uses a quantitative approach with Pre-Experimental Design, namely One Group Pretest-Posttest Design. This design was chosen to measure the effectiveness of countermeasures interventions using the 5R Method on the impact of Online Gender-Based Violence (KBGO), especially forms of cyber harassment, by comparing students' knowledge scores and responses before (Pre-test) and after (Post-test) the provision of intervention.

Before the implementation of the main research, preliminary research was conducted which aimed to obtain an initial overview of the forms of KBGO experienced by students and their level of understanding of the available coping mechanisms. This preliminary research was carried out through exploratory interviews and initial surveys to a number of students from various faculties at UNIMUDA Sorong. The results of preliminary research show that the most dominant form of KBGO experienced by students is false accusations which are now defined as cyber harassment, followed by verbal harassment on social media.

The findings of this preliminary research are the basis for the selection of the 5R Method (Recognize, Report, Record, Reassure, Refer) as an intervention model that is expected to increase awareness, reporting ability, and psychological support for KBGO victims among students.

The population in this study is all students of the University of Muhammadiyah Education (UNIMUDA) Sorong, Southwest Papua Province. The research sample was determined by 159 UNIMUDA Sorong students who were selected through representative sampling techniques based on the representation of study programs and educational levels.

The selection of sample numbers takes into account the principles of representativeness and statistical feasibility for comparative analysis between pre-test and post-test results, so that the results can provide an empirical picture

Research Instruments:
1. The main instruments used are Pre-test and Post-test Questionnaires that have been compiled and validated. The questionnaire was designed to measure three main aspects: (1) students' knowledge and understanding of false allegations of KBGO, (2) potential victimization or experience, and (3) preparedness and response before and after the intervention.
2. 5R Method Intervention: Measurable intervention is the implementation of the 5R Method which consists of five important stages in impact mitigation, namely: Recognize (Recognize), Respond (Respond), Report (Report), Convince (Convincing/Provide Support), and Return (Recover). The Post-test questionnaire will measure how far students' understanding and readiness to act have improved against each stage of the 5R post-intervention.

RESULT AND DISCUSSION

Efforts to Overcome the Impact of Online Gender-Based Violence False Accusations Using the 5R Method on UNIMUDA Sorong Students

The phenomenon of Online Gender-Based Violence (KBGO) in the form of False accusations Increasingly prevalent among students(Winarti et al., 2025), including at UNIMUDA Sorong. This form of digital violence often has a serious impact, both from psychological, social, and academic aspects(Rosyidah et al., 2022). For students, false accusations spread through social media can lead to mental distress, loss of confidence, decreased academic reputation, and a decrease in the quality of social interaction in the campus environment. This condition requires systematic and measurable countermeasures.(Nugroho, F., & Sari, 2020).

In university settings, students are often the main targets of this practice due to their high activity on social media and strong relationships between students. This is because students are the largest group of social media users today, where social media is the main space for them to post and share various personal activities, outpouring of feelings, and photo documentation with their peers (Rosyidah et al., 2022). The use of social media by teens makes them more vulnerable to becoming perpetrators and victims in various online-based deviant behaviors. This condition is supported by preliminary research conducted by digital security company, Norton, 76% of 1,000 female respondents under the age of 30 have experienced sexual harassment online (Aprilia, 2017).

This is strengthened by data from the National Commission on Anti-Violence Against Women (2019) that throughout 2018 there were 97 complaints of cases of violence against women in

cyberspace with 125(Komnas Perempuan, 2021) types of online violence. There was a fairly drastic increase when compared to the previous year where there were only 65 complaints with 95 types of online violence. This condition becomes even more tragic because the perpetrators of these acts are dominated by close people (intimate partner violence) as many as 61% such as girlfriends/ex-girlfriends/husbands/ex-husbands, while the rest are done by other people ranging from friends, acquaintances, and even strangers.

This condition shows that the digital space that should be a means of communication, expression, and self-development has actually transformed into an unsafe space for women. Gender-based violence in cyberspace not only causes psychological impacts such as fear, anxiety, stress, and depression, but also has an impact on the social, economic, and legal aspects of the victim. Many victims choose to withdraw from digital activities, limit social interactions, and even lose employment and education opportunities due to the trauma and threats they constantly receive. Furthermore, this violence often continues to the offline realm, increasing the risk of more serious physical and sexual violence. The fact that most of the perpetrators come from the victim's immediate circle shows that there is an unequal power relationship, where the perpetrator takes advantage of emotional closeness, trust, and personal access(Terhadap et al., n.d.) to carry out control, intimidation, and manipulation through digital media.

On the other hand, the weak digital literacy and legal understanding of the community have also exacerbated this situation. Many victims are unaware that the actions they experience are a form of violence that can be legally processed(Seksual, 2024), while others are reluctant to report for fear of being blamed, stigmatized, or not getting adequate protection(Yusri, 2020). Law enforcement officials also often face obstacles in handling cases of online violence, both in terms of evidence, limited technical regulations, and a lack of victim perspective (victim-centered approach)(Rasiwan, 2025). As a result, perpetrators often feel safe and free to repeat their actions, thus creating a continuous cycle of violence.

Therefore, comprehensive and sustainable efforts are needed involving various stakeholders, ranging from the government, law enforcement officials, educational institutions, civil society organizations, to digital platforms. Strengthening regulations and strict legal implementation(Hukumu et al., 2025) must be accompanied by increasing the capacity of the apparatus and providing an easy, safe, and victim-friendly reporting mechanism(Ramadhan, 2025). In addition, public education on digital media ethics, gender equality, and victims' rights is an important step to prevent violence from an early age. With this holistic approach, it is hoped that the digital space can again become a safe, inclusive, and just space for women, while significantly reducing the number of gender-based violence in cyberspace.

At UNIMUDA Sorong, a university in Southwest Papua, the case of false accusations in the online realm is one of the forms of KBGO that is actually experienced by some students. The results of a pre-test survey conducted on 159 UNIMUDA Sorong students showed that around 20% of respondents were able to correctly explain the concept of false accusations as part of KBGO, 65% of students still considered false accusations on social media only as a "personal conflict", not as a

form of gender-based violence, and Only 15% had heard or knew about the 5Rs method as an intervention strategy.

The findings show that there is a serious gap in knowledge and understanding among students related to online gender-based violence (KBGO), especially in the form of false accusations in the digital space. The low percentage of students who are able to identify false accusations as part of KBGO indicates that violence in the online realm is still often perceived narrowly and has not been understood in the framework of power relations, gender, and the psychosocial impact it causes. The assumption that false accusations on social media are just personal conflicts has the potential to normalize symbolic and verbal violence, while obscuring the position of the victims who are actually experiencing reputational loss, mental distress, and social insecurity in the campus environment. In fact, according to Komnas Perempuan (2021), false accusations, the spread of false narratives, and gender-based defamation are forms of KBGO that can have a long-term impact on the academic and social lives of victims.

Furthermore, the lack of student knowledge about the 5R method as an intervention strategy shows that the collective response capacity to KBGO is still very limited. The 5R method (Recognize, Refuse, Respond, Record, and Report) is seen as an important approach in efforts to prevent and address gender-based violence(Karyanti & Aminudin, 2019), especially in public and digital spaces. Ignorance of this method has implications for low courage to act, both as a victim and as a bystander, so that cases of KBGO tend to be ignored, underestimated, or even blamed on the victim. Research conducted by Henry and Powell (2018) also confirms that the lack of gender-based digital literacy contributes to low reporting rates and weak social solidarity in the face of online violence.(Kesadaran et al., 2025)

In the context of higher education, this condition is a serious concern because the campus should be a safe, critical, and fair-justice space(Kasus et al., 2026). The inability of students to comprehensively understand KBGO has the potential to hinder the creation of an inclusive and ethical academic culture. SAFEnet emphasized that educational institutions have a strategic role in increasing awareness of KBGO through curriculum, training, and internal policies that are in favor of victims(Gender, 2024). Without structured intervention, cases of false accusations and digital violence(Purnama & Haris, 2024) others risk continuing to recur and creating a climate of fear and mistrust among students.

Therefore, the results of this pre-test survey indicate the urgency of strengthening campus-based education and interventions at UNIMUDA Sorong. The KBGO literacy improvement program, the introduction of the 5R method, and the integration of gender perspectives in campus policies are strategic steps to build students' critical awareness. Thus, students are not only able to recognize and reject gender-based violence online, but also play an active role in creating a safe, fair, and civilized digital space

Meanwhile, in the results of the Post-Test after education, in the form of a National Seminar(Villalonga-Aragón et al., 2023) and visits to several related institutions(Ruslinia et al., 2023), the following results were found:

a. 78% of students can recognize false accusations as a form of KBGO.
b. 70% of respondents were able to name the steps in the 5R method precisely.
c. 32% of students admitted to having or knowing of cases of false accusations against their peers, but after the training they were more courageous to report and provide support.
d. The average score of the perceived psychological impact of false accusations decreased from 4.1 (moderate) to 3.2 (moderate) after education, suggesting that the intervention increased students' confidence in handling similar cases.

For the results of the comparison of post-test and pre-test results that have been carried out on UNIMUDA Sorong students, you can see in graph 1:
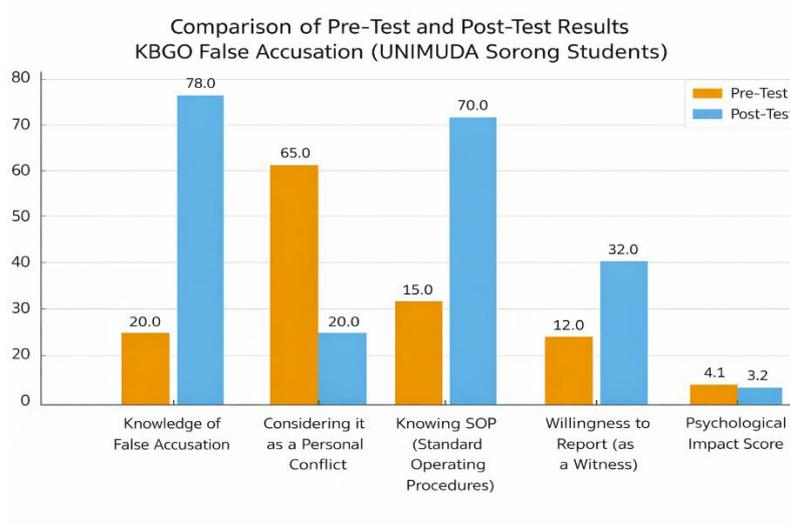
Graph 1.

In addition to the main results of the pre-post-intervention survey, some Additional Findings seems just as important as complementary data. First, from interviews and group discussions, it was found that the type of KBGO experienced by students is not only False accusations related to personal reputation or defamation allegations, but also involving Cyber Harassment and Sharing images without consent. These findings are in line with research about Digital Literacy Skills of Survivors of Online Gender-Based Violence which shows that online GBV victims in Yogyakarta face various forms of digital violence due to uneven digital literacy.(Kurnia & Hidayatullah, 2024)

This condition confirms that online gender-based violence (KBGO) experienced by students has a complex and layered pattern, and cannot be reduced to just one specific form of violence (Greer et al., 2026). The emerging cyber harassment, such as sexual messages, gender-based insults, threats, and hate speech on social media, shows how the digital space is used as a means of control and intimidation of victims. Meanwhile, the practice of sharing images or personal content without consent (non-consensual sharing of intimate images) is a very serious form of violence because it touches the realm of privacy, dignity, and the body of the victim. The impact of this practice is not only psychological, such as shame, trauma, and excessive anxiety, but also has social and academic impacts, including withdrawal from campus associations, decreased learning achievement, and prolonged stigma.

These findings strengthen the argument that low gender-based digital literacy is the main risk factor for KBGO among students. The uneven understanding of digital security, social media ethics, and rights and limitations in the use of technology makes students vulnerable to becoming victims and in some cases unknowingly becoming perpetrators. Research on the digital literacy of KBGO survivors in Yogyakarta shows that many victims do not have the basic skills to protect personal data, manage account privacy, or recognize patterns of digital violence early on. As a result, violence is often only realized after its impact is widespread and difficult to control, especially when content has become widespread in digital public spaces.

Furthermore, interviews and group discussions also revealed that some students still view cyberbullying as a "normal" thing or "ordinary risk" in using social media. This normalization is a crucial issue because it contributes to a permissive culture towards gender-based violence. When violence is considered commonplace, victims tend to be blamed for being perceived as careless, while the perpetrator does not get adequate social pressure to stop his actions. This is in line with the findings of various studies that confirm that the culture of victim blaming is still strong in cases of digital violence, especially those involving women and vulnerable groups.

In the context of sharing images without consent, personal relationships and trust are important factors that are often abused. Many cases stem from an intimate relationship or emotional closeness, where the victim provides access or personal content under the assumption of trust. However, when the relationship changes or ends, the content is used as a tool for revenge, threats, or control. This phenomenon shows that KBGO cannot be separated from the power relations and gender dynamics that are uneven, both in offline and online spaces. Thus, it is not enough to handle KBGO only to focus on digital technical aspects, but also to touch on social, cultural, and relational dimensions.

These additional findings also indicate that students as a young age group who are digitally active need a more contextual and applicable educational approach. Digital literacy is not only understood as the ability to use technology, but also as a critical ability to understand the risks, impacts, and ethical and legal implications of online activities. Without this approach, the interventions carried out risk not touching the root of the problem and are only ceremonial. Therefore, the integration of KBGO materials, digital security, and gender perspectives in student capacity building programs is an urgent need.

Overall, these additional findings enrich the results of the pre-post-intervention survey by providing a real picture of the diversity of forms of KBGO experienced by students and the factors behind them. Qualitative data from interviews and group discussions confirmed that KBGO is a structural problem that requires a systemic response. Universities, including UNIMUDA Sorong, have a strategic role as an educational and protective space to build critical awareness, strengthen gender-based digital literacy, and provide prevention and handling mechanisms that are in favor of victims. With this step, the campus will not only become a place for knowledge transfer, but also an agent of change in creating a safe, fair, and dignified digital space for the entire academic community.

The second paragraph relates that although the 5R method strengthens the ability to recognize and respond, the biggest obstacles arise at the reporting and reference stages. Students often fear social stigma, lack of trust in reporting mechanisms, and ignorance of supporting institutions. This is in line with findings in a meta-analysis by A Systematic Review and Meta-Analysis of Bystander's Barriers to Intervene in Gender-Based Violence which stated that barriers such as irresponsibility, lack of efficacy as an observer, and failure of previous interventions inhibit reporting action.

The third finding shows that visual education activities such as posters, infographics, and campus materials are needed as effective companion media. A study from Infographic: Effective Tools for Modern Learning in Indonesia states that infographics make it easier to understand complex concepts and increase student engagement in learning.(Abroriah, 2024)

Furthermore, the research shows that there are differences based on gender in KBGO's experiences and attitudes towards reporting. Female college students often report that false accusations against them are more related to personal and social reputation, while male college students are more likely to experience accusations related to academics or digital associations. These findings are supported by research Fear of Sexual Harassment Allegations: A Hidden Barrier to Opposite-Sex Mentoring in Taiwan?, which suggests that concerns about false accusations affect cross-gender relationships and mentoring attitudes toward such accusations. (Tudor et al., 2024)

Finally, these complementary findings suggest that a combination of digital literacy accompanied by institutional support and psychosocial education is essential. This approach is in line with the evaluation of the Effectiveness of Online Interventions to Educate Students About Dating Violence and Observer Responses, in which students who participated in online educational interventions showed significant improvements in knowledge, attitudes, and confidence to become observers.

These findings of differences in experiences and attitudes based on gender reflect how social constructs and gender norms shape the way individuals interpret and respond to online gender-based violence (GBV)(Gender, 2025). College students who report false accusations more to do with personal and social reputation often point out that attacks on their credibility are not only digital but also inherent in broader social identities. These false accusations of reputation have implications for social pressure, stigma, and even marginalization within the academic community and campus associations, which further reinforces a sense of vulnerability and insecurity. In this context, feminist criticism of online violence emphasizes that women are often targeted for attacks that exploit gender stereotypes such as "non-conforming" behavior so that these false accusations can lead to social justification for harassment and exclusion (Dan & Lgbt, 2024)

In contrast, the experience of male students who are more exposed to false accusations related to the academic realm or digital associations suggests that men may be more likely to be the subject of conflict in competitive contexts or digital institutional hierarchies. These kinds of accusations, for example regarding plagiarism, manipulation of work results, or professional harassment in academic forums, can be interpreted as a form of digital aggression related to status, prestige, and competition. This differs qualitatively from the accusations that target the personal reputation of

female students, showing that the construction of the KBGO experience is influenced by different gender stereotypes as well as the social position of each gender in the digital and academic realms. Gender and technology studies reveal that although men are not immune to forms of digital violence, the nature and context of violence they experience are often reflected by different power dynamics—for example in academic or professional competition structures—that trigger false accusations as a tool of conflict or social evaluation.

The research cited, Fear of Sexual Harassment Allegations: A Hidden Barrier to Opposite-Sex Mentoring in Taiwan?, expanding on this insight by showing that fear of false accusations can affect cross-gender relationships and mentoring attitudes, thereby impacting healthy and productive social interactions. This fear becomes a cognitive bias that hinders communication, collaboration, and even involvement in academic activities that are cross-gender due to concerns about misinterpretation or unfounded accusations. In the campus context, this phenomenon has the potential to reduce students' opportunities to participate in tutoring activities, study groups, or collaborations with the opposite sex, ultimately hindering their professional and social development.

Psychosocial studies also show that the threat of false accusations does not only have an impact on victims(Yasmin et al., 2025) direct but also creates a broad climate of distrust and vigilance. When false accusations become a tool that is understood or feared in the community, then solidarity, security, and social support tend to decline as individuals become busy managing their own reputational risks. This is in line with findings that digital violence, including false accusations, has the potential to create a "culture of fear" that undermines social capital and open communication in academic environments.

Therefore, the approach to handling KBGO must carefully consider these differences in gender experiences. Effective interventions need to not only provide reporting mechanisms and victim support, but also facilitate cross-gender dialogue, gender-based digital literacy training(Journal et al., 2024), as well as campus policies that are responsive to power dynamics that influence false accusations in a variety of contexts. Thus, the campus can be a space that is not only physically safe, but also socially and digitally safe, allowing each individual to thrive without the threat of injustice due to online gender-based violence.

CONCLUSION

This study shows that Online Gender-Based Violence (KBGO) in the form of false accusationsis a real phenomenon experienced by students of UNIMUDA Sorong, Southwest Papua. From a survey of 159 respondents through the pre-test and post-test mechanisms, evidence was obtained that students have a relatively low level of initial literacy in recognizing and handling cases of gender-based false accusations. However, after the intervention with the 5R (Recognize, Reject, React, Report, Reference) method, there was a significant increase in the aspects of knowledge, attitudes, and readiness of students to face KBGO.

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