



The Role of Digital Literacy in Indonesia's Fourth-Wave Feminism

Gema Kania Sauli Hartanti Marpaung*, Hendro Margono

Universitas Airlangga, Indonesia

*Correspondence E-mail: gema.kania.sauli-2023@fisip.unair.ac.id

ABSTRACT

The aim of the research is to further comprehend the implementation of digital literacy in the feminist movement as information technology develops. This research is important since women's social issues in Indonesia continue to be addressed through the usage of the internet. The research method used is the narrative literature review method. Data was obtained from searching with the keywords "Literasi Digital Feminisme" and "Literasi Digital Perempuan" on Google Scholar. The search found 8 full-text articles for purposes of the literature review. According to the findings, equal digital access without bias based on gender requires further improvement. As a result, in its application, the feminist movement could boost women's digital literacy motivation and become a space for women's empowerment by uploading education related to women information to the internet. Sustainable strategies are also required so that the issues raised by the feminist movement on the internet may influence public opinion. In this case, women can innovate and contribute by sharing their experiences or providing educational and relevant information.

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1. INTRODUCTION

The internet has become a fundamental aspect of human life in the digital age, influencing how people communicate, learn, and participate in various social activities. Its extensive role has transformed not only the flow of information but also the structure of social interactions in modern society. In Indonesia, the number of internet users continues to increase, reaching 221,536,479 people, or 79.5% of the total population, by 2024, representing a 1.4% increase from the previous year (APJII, 2024). This growth demonstrates that internet accessibility enables individuals to access a variety of information tailored to their needs and interests (Onu et al., 2024; Zhao & Zhang, 2017). However, the abundance of unfiltered information also presents new challenges that require individuals to possess adequate evaluative and analytical skills. Therefore, digital literacy is a crucial competency that enables individuals to identify, assess, and utilize digital information effectively and responsibly (Falloon, 2020; Martínez-Bravo et al., 2022).

This development has occurred because the internet provides individuals with continuous access to a wide range of information according to their interests and needs (Alenezi et al., 2023; Szymkowiak et al., 2021). Nonetheless, the unrestricted nature of information flow also creates challenges that demand specific efforts to ensure proper utilization. Consequently, in order to make digital information access both effective and efficient, digital literacy skills play a vital role. These skills empower individuals to manage, evaluate, and apply online information wisely amid the massive amount of content available on the internet (Siregar, 2024; Tinmaz et al., 2022).

According to UNESCO, the concept of digital literacy serves as an essential foundation for individuals in understanding and applying technological, information, and communication tools effectively (Martínez-Bravo et al., 2022; Tinmaz et al., 2023). Paul Glister in his book "digital literacy" stated that digital literacy is defined as the ability to understand and use information in various forms from a very wide range of sources accessed through computers (Amara et al., 2021; Ginting et al., 2021). Digital literacy can also define as a person's ability to use the internet to find and understand information. Digital literacy is required to optimize individuals' utilization in managing, analyzing, and evaluating information on the internet (Kaeophanuek et al., 2018; Widayastuti et al., 2016). In reality of implementation, according to the data of the Directorate General of Informatics Applications of the Ministry of Communication and Information Technology, Indonesia has achieved a digital literacy index of 3.54 points in 2022, an improvement from the previous year of 3.49 in 2021 (Kominfo, 2022). The increase of digital literacy is also influenced by the ease of sharing and posting information on the internet, where people not only receive information, but additionally provide feedback, collaborate, and add keywords to easier information retrieval (Al-Qallaf & Al-Mutairi, 2016; Cho et al., 2024; Noh, 2017).

With the increasing accessibility of digital platforms and people's growing engagement with online learning, many social movements have adopted digital methods for education and advocacy. One of the prominent examples is the feminist movement, which strategically employs the internet to raise social awareness. The emergence of fourth-wave feminism in 2012 marked a new phase of feminist activism that focuses on creating broader spaces for gender equality and empowerment through digital participation (Gnedash, 2022; Lamartine & Cerqueira, 2023; Mohajan, 2022). A defining characteristic of this wave is its strong online presence, which facilitates women's empowerment by enabling them to connect, share experiences, and build supportive online communities. Through these platforms, women can

express their voices more freely, gain mutual empathy, and raise collective social consciousness regarding gender issues (Ammari et al., 2022; Shiva & Nosrat, 2019).

Despite the progress achieved through digital advocacy, gender-based violence remains a pervasive global and national concern. The 2023 Annual Record by the Indonesian National Commission on Violence Against Women (Komnas Perempuan) reported 4,374 cases of violence against women, distributed across personal, public, and state domains. Based on 263 working days in 2023, the institution handled an average of 17 cases per day. Of these, psychological violence accounted for 37%, sexual violence 28%, physical violence 26%, and economic violence 9%. Additionally, 1,272 incidents of Online Gender-Based Violence (OGBV) were reported, including cyber harassment, malicious distribution, sexual exploitation, online threats, and privacy violations. The persistence of these issues demonstrates the urgency of feminist movement initiatives aimed at prevention, particularly those utilizing digital literacy as a medium for education and awareness (Komnas Perempuan, 2024; Putri et al., 2023).

Furthermore, the feminist movement continues to address gender discrimination that manifests across multiple aspects of social life. Prior research shows that inequality remains prevalent in the labor sector, where women are often perceived as less productive than men due to enduring patriarchal norms that confine them to domestic roles (Nuraeni & Suryono, 2021; Rinaldi & Lumbaa, 2024). The disparities also extend to other domains, including politics, healthcare, economics, and legal rights, which are exacerbated by unequal educational opportunities. These systemic issues persist because societal structures continue to reinforce the perception of women as weak and discourage female autonomy, leading to the normalization of gender-based discrimination (Larasati, 2021; Sultona, 2025; Tokal et al., 2023).

Through these major issues, including gender discrimination and gender-based violence, fourth-wave feminism incorporates digital literacy as an advocacy tool to strengthen awareness and public participation. The movement utilizes hashtags such as #MeToo, #SayHerName, and #WomensMarch to promote inclusivity and educate society on gender justice. In Indonesia, digital feminist communities such as @jakartafeminist, @indonesiafeminis, and @perempuanfeminis actively engage in disseminating knowledge and fostering dialogue on women's rights (Annisa, 2021; Poornimadarshini, 2025). By using digital platforms as educational forums, these movements aim to challenge patriarchal stereotypes and reduce the prevalence of gender-based violence through public awareness. Moreover, digital literacy enables collaboration among women from diverse backgrounds, allowing them to create inclusive and safe online spaces for collective empowerment (Pahlevi & Rahim, 2023; Sulistiani, 2024). In addition, previous research also says that women from various backgrounds, such as social class, nationality, culture, and race, can collaborate to produce educational materials for the feminism movement on the internet. Hence, implementing digital literacy in the feminist movement's fourth wave will enable it to be more vocal and open up inclusive safe spaces online with broadly accessible information, since digital platforms create new spatial and affective possibilities for connectivity and public voice across local and transnational contexts (Rankin et al., 2021; Richterich, 2025; Vachhani, 2023).

Based on the above explanation, this research aims to examine how fourth-wave feminism utilizes digital literacy, particularly in the Indonesian context. It explores previous studies that discuss how feminist movements influence public awareness through digital engagement, while also analyzing public responses and identifying challenges faced by these initiatives. By mapping these dynamics, this study seeks to highlight effective digital feminist strategies that

foster greater public participation in women's issues. The findings are expected to provide meaningful insights for activists, policymakers, and scholars in developing inclusive and impactful digital feminist advocacy.

2. METHODS

This study employs the narrative literature review method, which focuses on synthesizing and interpreting prior research rather than collecting new empirical data. The narrative approach emphasizes a comprehensive understanding of social and humanistic experiences, and it is widely applied in library and information science research (Ford, 2020; Frandsen et al., 2021). There are six essential elements in ensuring the quality of narrative literature reviews: (1) explaining the review's importance, (2) stating its purpose, (3) describing the literature search, (4) using accurate referencing, (5) applying scientific reasoning, and (6) presenting relevant endpoint data (Baethge et al., 2019). In this method, keyword selection plays a central role. Keywords must be carefully adjusted to identify the most relevant studies and minimize the inclusion of irrelevant works, as search terms define the scope and character of the literature examined (Abusaada & Elshater, 2024; Ferrari, 2015).

The main focus of this study is the implementation of digital literacy within the feminist movement in Indonesia. The literature search used specific keywords such as "literasi digital feminisme", "literasi digital perempuan", and "gerakan literasi perempuan". These searches were conducted through the Google Scholar database from February to March 2025. The inclusion criteria were (1) full-text journal articles, (2) published between 2019 and 2024, and (3) discussing digital literacy in the context of feminism or women's empowerment in Indonesia. Articles that were unrelated, duplicated, or non-peer-reviewed were excluded.

The research procedure consisted of three stages. The first stage was data collection, in which relevant journal articles were retrieved using the selected keywords. The second stage was screening and selection, focusing on relevance to digital literacy and feminism as well as compliance with the inclusion criteria. The final stage was synthesis and analysis, where eight selected articles were reviewed narratively to identify their research objectives, methodologies, and findings. The results of this review were then compiled into a summary table to enable comparative interpretation of each study.

Tabel 1. Research's finding

No.	Previous Article
1.	Adam, A. (2021). Perempuan dan literasi di era digitalisasi. <i>AL-WARDAH: Jurnal Kajian Perempuan, Gender dan Agama</i> , 15(2), 251-261. http://dx.doi.org/10.46339/alwardah.v15i2.654
2.	Hasyim, F., & Makruf, S. A. (2022). Pemberdayaan perempuan melalui gerakan literasi di era digital. <i>JUKESHUM: Jurnal Pengabdian Masyarakat</i> , 2(1), 46-52. https://doi.org/10.51771/jukeshum.v2i1.175
3.	Nasriyah, N. (2023). Pengaruh media sosial terhadap persepsi remaja tentang kesetaraan gender. <i>Harakat an-Nisa: Jurnal Studi Gender dan Anak</i> , 8(1), 11-22. https://doi.org/10.30631/81.11-22
4.	Parahita, G. D. (2019). The rise of Indonesian feminist activism on social media. <i>Jurnal Komunikasi Ikatan Sarjana Komunikasi Indonesia</i> , 4(2), 104-115. https://doi.org/10.25008/jkiski.v4i2.331
5.	Pawaka, D., & Choiriyati, W. (2020). Analisis resepsi followers Milenial@ indonesiafeminis dalam memaknai konten literasi feminisme. <i>AGUNA: Jurnal Ilmu Komunikasi</i> , 1(1), 70-86. http://dx.doi.org/10.35671/aguna.v1i1.1048
6.	Dewi, S. I., Lasari, Y., & Primasti, D. (2022). Praktik siliar dan gerakan literasi

No.	Previous Article
	perempuan. <i>Biokultur</i> , 11(2), 139-149. https://doi.org/10.20473/bk.v11i2.41737
7.	Sulandjari, R., Juliani, R. D., Zulaidah, A., & Darayani, F. (2023). Hubungan literasi digital perempuan dalam media online untukantisipasi fenomena kekerasan dalam rumah tangga (Kdrt). <i>Mimbar Administrasi Fisip UNTAG Semarang</i> , 20(1), 222-234. https://doi.org/10.56444/mia.v20i1.680
8.	Wahyudi, D., & Kurniasih, N. (2021). Narasi perempuan dan literasi digital di era revolusi industri 4.0. <i>SETARA: Jurnal Studi Gender dan Anak</i> , 3(1), 1-19. https://doi.org/10.32332/jsga.v3i1.3286

This method provides a comprehensive overview of existing research while maintaining academic rigor through systematic selection and critical interpretation. The narrative synthesis offers insights into how digital literacy contributes to feminist movements and supports gender equality in the digital era.

3. RESULTS AND DISCUSSION

The analysis provides a broader understanding of the significance of digital literacy within the feminist movement by examining selected academic articles as the main literature sources. Each article contributes unique insights into how digital literacy shapes gender awareness, empowerment, and social participation among women in Indonesia. To provide a clearer overview of the themes and methodologies explored in these studies, the following section presents a summary in Table 2, which outlines the topic content and research methods used in the previous literature.

Table 2. Topic content and method from the previous researches

Author(s)	Topic	Method
Adam (2021)	Explaining the importance of equal internet access and digital literacy for women as a challenge to globalization.	Qualitative research method with descriptive approach
Hasyim & Makruf (2022)	This article discusses the gaps in digital access and literacy experienced by women in the Nasyiatul Aisyiyah Yogyakarta Region.	Andragogy method with case study discussion
Nasriyah (2023)	This article examines the benefits of digital literacy in influencing teenagers' perspectives on gender equality.	Qualitative research method
Parahita (2019)	Discusses the phenomenon of the Indonesian feminism movement that has utilized easy access to information on the internet.	Qualitative research method with snowball interviews
Pawaka & Choiriyati, (2020)	Perceptions of the results of information delivery through digital literacy from followers of the @indonesiafeminis Instagram account.	Qualitative research method with descriptive approach
Dewi et al. (2022)	Examines the practice of podcasting as a medium for the women's digital	Qualitative research using a case study approach with in-depth

Author(s)	Topic	Method
	literacy movement, focusing on how female podcasters use audio media to promote feminist awareness and empower audiences.	interviews, participatory observation, and documentation analysis.
Sulandjari et al. (2023)	Efforts to minimize the incidence of domestic violence by increasing understanding of gender equality through digital literacy for women in RW XIII Pucang Gading Housing.	Quantitative research with survey method
Wahyudi & Kurniasih (2021)	Maximizing equal access to digital literacy as an opportunity for gender equality and women's empowerment.	Qualitative research method with descriptive approach

Based on the table above, the article references highlight three main themes regarding digital literacy in feminist movements. The first concerns unequal access to digital technology, showing that women still face a digital divide that affects their participation in social movements. The second focuses on how digital literacy shapes users' views on gender equality and helps reduce gender-based violence through online education. The third discusses how feminist movements use digital platforms to raise public awareness about gender equality, women's rights, and sexual violence. Overall, these themes demonstrate the interconnection between access, application, and impact of digital literacy within feminist advocacy.

Table 3. Results from the previous research

Author(s)	Results
Adam (2021)	It was found that there is a need for collaboration that educates the importance of digital literacy, different approaches according to the segment of women, and government policies that support the improvement of digital literacy in society.
Hasyim & Makruf (2022)	The conclusion is that women's empowerment in the digital realm must still be carried out in a sustainable manner, so that women can contribute directly to the gender equality movement through the dissemination of information on the internet.
Nasriyah (2023)	This article states that increasing digital literacy in adolescents can be a good opportunity to educate understanding of gender equality issues, supported by a critical ability to assess the information received.
Parahita (2019)	It was found that the increase in internet utilization in the feminist movement was supported by the high awareness of young people with the same goal of educating the public about gender equality through the feminist movement with an interactive approach in delivering information.
Pawaka & Choiriyati, (2020)	The result obtained is that the response to the digital literacy of the @indonesiafeminis account can vary depending on the background of each reader. However, the delivery of information related to the feminist movement must still be carried out with appropriate social meanings so that it is easily accepted and understood with a good perspective by readers.
Dewi et al. (2022)	The study found that podcasting has become an effective medium for promoting women's literacy and feminist discourse in digital

Author(s)	Results
Sulandjari et al. (2023)	spaces. Through podcasts, female creators were able to build communities, share experiences, and raise awareness about gender equality and women's empowerment. The findings highlight that digital audio media offers a participatory and dialogic space that strengthens women's voices and encourages critical reflection among listeners. It is concluded that there is a relationship in which the higher the level of digital literacy by women, the better the understanding of women in anticipating the phenomenon of domestic violence. So that digital literacy plays an important role for women's perceptions in avoiding domestic violence.
Wahyudi & Kurniasih, (2021)	This article states that equal access to digital literacy is important to empower women. This participation is a form of women's awareness to empower women in every opportunity they have.

The eight reference articles show variations in topic and method but share three central focuses are promoting equal access to digital literacy, analyzing its application, and understanding the feminist movement's role in digital spaces. Overall, digital literacy enhancement remains essential, particularly for women. The feminist movement's online presence requires strategic collaboration to increase public awareness and inclusivity. Feminists, as agents of information, must understand public perceptions and engage diverse audiences to achieve equitable access to digital literacy. Addressing gender inequality and preventing sexual violence are key priorities that enable women to participate safely and effectively in digital spaces.

3.1. Inequality of Access to Digital Literacy

Gender inequality remains a persistent challenge within the digital era, particularly in terms of access to digital literacy. Although technological advancement offers opportunities for empowerment, unequal access to digital tools continues to limit women's participation, especially in rural and marginalized contexts ([Adam, 2021](#); [Wahyudi & Kurniasih, 2021](#)). Studies indicate that this disparity is shaped by intertwined factors such as limited technological awareness, perceptions of digital tools as complex, and domestic workloads that constrain women's learning time, while intersecting inequalities related to access, education, and sociocultural norms further limit women's participation in digital spaces ([Adam, 2021](#); [Rinaldi & Lumbaa, 2024](#); [Richardson & Wilson, 2024](#)). These findings emphasize the importance of collaborative engagement between communities, governments, and activists to create inclusive digital ecosystems that support women's competence and participation ([Bahagijo et al., 2022](#); [Nuraeni & Suryono, 2021](#); [Sulistiani, 2024](#)).

Moreover, gender bias rooted in patriarchal cultural norms continues to reinforce unequal digital participation. Women are often perceived as less capable in technological domains, a bias that marginalizes their digital involvement and perpetuates structural discrimination ([Larasati, 2021](#); [Wahyudi & Kurniasih, 2021](#)). Therefore, enhancing digital literacy should not only address infrastructure but also include the cultivation of critical thinking skills and media discernment to enable women to evaluate credible information online ([Leba et al., 2025](#); [Rankin et al., 2021](#); [Richterich, 2025](#)). Prior comparative studies also confirm that sociocultural barriers, rather than purely technological limitations, remain the dominant

factor that hinders women's equal access to digital participation (Nuraeni & Suryono, 2021; Sultona, 2025).

Further empirical evidence reveals that integrating women's empowerment through digital writing and content creation significantly increases their engagement in online spaces. Research conducted with members of *Nasyiatul Aisyiyah* in Yogyakarta found that 45% of participants understood online writing strategies, 37% recognized issues of gender-based violence through digital literacy, and 30% were motivated to produce online content related to women's empowerment (Hasyim & Makruf, 2022; Pahlevi & Rahim, 2023). These findings align with previous observations that educational interventions and participatory approaches can effectively enhance digital awareness, especially when combined with feminist perspectives (Annisa, 2021; Poornimadarshini, 2025).

Synthesizing across studies, earlier research focused primarily on structural causes of inequality such as infrastructure and socioeconomic gaps (Adam, 2021; Wahyudi & Kurniasih, 2021). While more recent scholarship highlights education-based empowerment and digital inclusivity as pathways toward gender equality (Hasyim & Makruf, 2022; Sulistiani, 2024). Therefore, ensuring equal access to digital literacy requires both technological and cultural transformation that affirms women's agency as active participants in the digital public sphere (Rankin et al., 2021; Richterich, 2025; Sultona, 2025).

3.2. The Influence of Digital Literacy on Gender Equality

Digital literacy has been shown to significantly influence youth perceptions of gender equality, as it enables individuals to think critically, assess information credibility, and develop more balanced views toward gender issues (Nasriyah, 2023; Jones, 2023). Those with higher levels of digital competence tend to be more selective in filtering online content and better equipped to identify misinformation related to gender discourse. Research also suggests that interpretations of feminist messages on social media vary depending on users' cultural, social, and educational backgrounds (Jackson, 2018; Pawaka & Choiriyati, 2020). This diversity of interpretation often generates both positive and negative responses to online feminist campaigns, indicating the importance of contextualizing digital content to match local values and enhance public acceptance.

Furthermore, higher levels of digital literacy among women contribute to greater awareness of gender equality within domestic life and strengthen their ability to prevent gender-based violence in their communities, as digital storytelling initiatives have been shown to enhance women's confidence, agency, and empowerment through participatory learning (Richardson & Wilson, 2024; Sulandjari et al., 2023). This finding reinforces the role of digital education not only as a cognitive process but also as a behavioral tool that promotes empowerment and gender-conscious actions. These patterns correspond with global digital feminist movements that utilize online platforms such as #MeToo, #SayHerName, and #WomensMarch to promote gender justice and inclusivity (Annisa, 2021; Poornimadarshini, 2025). In Indonesia, digital feminist communities such as @jakartafeminist, @indonesiafeminis, and @perempuanfeminis have also leveraged social media to share knowledge, facilitate discussions, and advocate for women's rights (Pahlevi & Rahim, 2023; Sulistiani, 2024).

In broader studies, digital literacy has been identified as a catalyst for collaboration among women of diverse social and cultural backgrounds, enabling them to create accessible educational content and inclusive online spaces for advocacy (Rankin et al., 2021; Richterich, 2025). Such initiatives address persistent inequalities across education, employment, and

politics that stem from patriarchal systems and structural discrimination (Larasati, 2021; Nuraeni & Suryono, 2021; Rinaldi & Lumbaa, 2024; Sultona, 2025). Overall, digital literacy serves as an essential component of contemporary feminist movements, not only influencing public perception but also empowering individuals to act against gender-based inequality. To enhance its impact, feminist digital strategies should remain adaptive to cultural contexts, ensuring that feminism is perceived as a constructive and educational movement promoting equality and social justice rather than as a radical ideology.

3.3. Implementation Advocacy of Fourth-Wave Feminism Movement

Digital media creates new spaces for feminist advocacy by allowing women to express ideas about gender and empowerment through participatory platforms. Podcasts serve as arenas for sharing experiences, exchanging knowledge, and resisting patriarchal discourses through digital literacy (Dewi et al., 2022; Richardson & Green, 2018). The effectiveness of such advocacy depends on digital literacy, which enables activists to deliver educational and culturally relevant messages. In Indonesia, feminist movements utilize digital media to prevent sexual violence, harmonize feminist values with social and religious contexts, and address intersectional issues such as labor rights and ecofeminism (Ismah, 2025; Parahita, 2019). These findings suggest that feminist activism must adapt to local contexts to ensure acceptance and sustainability.

This view corresponds with studies showing that online activism, such as movements using hashtags like #MeToo, #SayHerName, and #WomensMarch, helps promote gender equality and inclusivity (Annisa, 2021; Poornimadarshini, 2025). In Indonesia, digital feminist communities such as @jakartafeminist and @indonesiafeminis have effectively encouraged discussion and knowledge sharing through social media (Pahlevi & Rahim, 2023; Sulistiani, 2024). Other research emphasizes that digital literacy fosters collaboration among women from various backgrounds while addressing ongoing inequalities in education, economy, and politics (Larasati, 2021; Rankin et al., 2021; Rinaldi & Lumbaa, 2024; Sultona, 2025). In conclusion, integrating digital literacy within the fourth wave of feminism enhances women's participation in public discourse, supports inclusivity, and advances gender equality through accessible and educational online advocacy.

4. CONCLUSION

The analysis of the reviewed studies demonstrates that digital literacy has a substantial influence on advancing feminist advocacy and promoting gender equality. The findings indicate that women's engagement in digital spaces is not only about accessing information but also about producing and distributing knowledge that challenges patriarchal narratives. Through improved digital literacy, women are able to critically assess information, express their aspirations, and advocate against gender-based violence, discrimination, and stereotypes. This capability supports the sustainability of the feminist movement by combining education, technology, and awareness to create inclusive online environments that strengthen women's agency and collaboration across diverse backgrounds.

To ensure these efforts are effectively realized, the feminist movement must continue fostering digital literacy through inclusive education and social participation. Feminist organizations, educators, and policymakers should collaborate to design literacy programs and training that empower women to use digital media as tools for advocacy, education, and self-expression. Such collaboration can expand equal access to technology and promote safe,

gender-sensitive online spaces. By doing so, digital literacy can serve as a long-term foundation for building a more informed, equitable, and gender-just society.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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