

Digital Literacy and Privacy Rights Analysis of FIKOM Ubara Jaya Student Satisfaction on Academic Data Security

A Muhammad Zihdan Efendi¹, Achmad Fauzi², Alya Putri Ayu Lestari³, Daffa Dharmawan⁴, Dimastian Bagas Saputra⁵, Ratu Najla Sukaeni⁶, Tsania Putri Setiadi⁷
^{1,2,3,4,5,6,7} Universitas Bhayangkara Jakarta Raya, Bekasi, Indonesia

*Correspondence: E-mail: zihdanefendi@gmail.com

ABSTRACTS

This study aims to analyze the influence of the level of digital literacy on the perception of privacy rights and its impact on the satisfaction of students of the Faculty of Communication Sciences (FIKOM) of Bhayangkara University Jakarta Raya (Ubara Jaya) on academic data security. Using a quantitative method with a survey of 100 respondents, the data was analyzed using multiple linear regression. The results of the study show that digital literacy has a positive correlation with awareness of privacy rights. Student satisfaction is determined by the institution's transparency in data management and the effectiveness of the campus cybersecurity system.

ARTICLE INFO

Article History:

Received: 12 Desember 2025

Accepted: 19 Januari 2026

Publish: 20 Januari 2026

Keyword:

Digital Literacy, Privacy Rights, Data Security, FIKOM Ubara Jaya, Student Satisfaction

1. INTRODUCTION

The era of digital transformation has fundamentally changed the landscape of higher education, where data is both the most valuable and the most vulnerable. Bhayangkara University of Greater Jakarta (Ubara Jaya), especially the Faculty of Communication Sciences (FIKOM), has adopted various digital platforms to support academic activities. However, the integration of this technology brings major challenges related to how students' personal data is managed and protected from increasingly complex cyber threats (Sahid & Azizah, 2023).

Digital literacy is no longer just the technical ability to operate a gadget, but a cognitive competency to understand the risks behind every digital footprint. Communication students, who are theoretically exposed to media discourse and

technology, should have a sharper level of understanding of privacy protection. According to Gilster (1997), digital literacy includes the ability to critically evaluate content, which in this context means understanding the privacy policies implemented by educational institutions.

The right to privacy in the academic environment is often ignored for the sake of administrative efficiency. In fact, Law No. 27 of 2022 concerning Personal Data Protection (PDP Law) expressly mandates that every data controller is obliged to ensure the security of its subject data. Students as data subjects have the right to know how their data is processed, stored, and who has access to such sensitive information (Margareth & Prasetyo, 2022).

Academic data security covers a wide spectrum, ranging from the value of study results, population identity, to student financial history. Vulnerabilities in the

Academic Information System (SIKAD) are not only at risk of personal information leakage, but can also damage the integrity of the institution in the event of data manipulation by outside parties. Therefore, the information technology infrastructure in Ubara Jaya must be aligned with national data security standards.

Student satisfaction with campus services is now not only measured by the quality of teaching, but also by a sense of security when interacting with the campus digital system. This satisfaction is multidimensional, involving both technical aspects (system reliability) and psychological aspects (trust in institutions). If students feel their privacy is threatened, this can reduce their loyalty and participation in the campus digital ecosystem (Purnomo et al., 2021).

There is a close correlation between the level of digital literacy and the perception of security threats. Students with high literacy tend to be more wary of phishing practices or excessive data collection. This phenomenon creates a unique dynamic at FIKOM Ubara Jaya, where students who are more exposed to information about digital rights will be more critical in assessing the performance of the university's IT team (Sari & Rahardjo, 2020).

The gap between student expectations and the reality of cybersecurity is often a trigger for dissatisfaction. Many educational institutions still view data security as a purely technical issue, even though this is a human rights issue in the digital realm. The lack of transparency regarding security protocols implemented by universities can create a negative perception for students who already have a high level of privacy awareness (Fauzi, 2024).

Previous research has shown that digital literacy can be a "shield" for internet users, but it will not be effective without a strong defense system from service providers. In the context of FIKOM Ubara Jaya, the analysis of how far students understand their rights to personal data is crucial to evaluate whether campus policies are user-centric and secure (Zulkifli & Aris, 2019).

Ubara Jaya as an institution that carries the values of order and law has a moral responsibility to be a pioneer in enforcing student data privacy. Through this study, the researcher wants to map whether the satisfaction felt by students today is based on actual security or just a pseudo-feeling of security due to a lack of understanding of cyber risks (perceived security).

Through an in-depth analysis of FIKOM Ubara Jaya students, this article aims to fill the research gap regarding the relationship between digital literacy, awareness of privacy rights, and the level of satisfaction with academic data security. The results of this study are expected to provide strategic recommendations for university managers in formulating more comprehensive data protection policies in the future.

The urgency of this research lies in its position as an instrument of critical evaluation of the readiness of educational institutions in the face of evolving cyber threats. In the midst of increasing incidents of national data leaks, understanding the perception of FIKOM Ubara Jaya students is not just an academic activity, but a strategic need to map systemic vulnerabilities. By linking digital literacy and security satisfaction, this research provides an empirical foundation for universities to build digital infrastructure that is not only technically sophisticated, but also gains the full trust of its users as key stakeholders.

Juridically, this research has become very crucial in line with the enactment of the Personal Data Protection Law (PDP Law). Educational institutions now bear a great legal responsibility as data controllers. Through this analysis, it can be determined to what extent the internal campus policies have been aligned with the mandate of the national regulation. Failure to guarantee students' privacy rights is not only at risk of administrative and legal sanctions, but can also hurt Ubara Jaya's academic reputation as an institution that upholds legal values and communication ethics.

From a sociological and communication perspective, this study is important to look at

how students' shifting digital behavior affects their expectations of the campus's digital public space. As FIKOM students who have a background in communication science, they are a critical group that will be the main public opinion in assessing the credibility of the campus. If there is a wide gap between their high digital literacy and low data security performance, there will be a crisis of trust (distrust) that can hinder the adoption of educational technology in the future.

Finally, this article provides a theoretical contribution to media literacy and digital communication in Indonesia. The results of this study can serve as a reference for other researchers in understanding the dynamics of privacy in higher education environments that are often considered "safe zones," even though they hold massive data risks. By using student satisfaction as a benchmark, universities are encouraged to move from a reactive security approach to proactive, transparent, and accountable data governance, for the creation of a healthy and sustainable digital academic ecosystem.

2. METHODS

This study uses a quantitative approach with an explanatory survey method. This approach was chosen to explain the causality relationship and influence between digital literacy variables and the right to privacy on student satisfaction levels. Data was collected through a structured questionnaire that was distributed online to respondents in the FIKOM Ubara Jaya environment. The population in this study is all active students of the Faculty of Communication Sciences, University of Bhayangkara Jakarta Raya (FIKOM Ubara Jaya). Given the large population, the sample size was determined using the Slovin Formula with a margin of error of 10%.

$$n = \frac{N}{1 + Ne^2}$$

Where n is the sample size, N is the number of populations, and e is the level of significance. With the Simple Random Sampling

technique, a sample of 100 respondents was obtained which was considered representative to represent various generations and concentrations of studies at FIKOM Ubara Jaya.

To measure this phenomenon, the study was divided into three main variables:

Digital Literacy (X1): Measured based on technical ability, information evaluation, and digital ethics (Gilster scale).

Privacy Rights (X2): Measured based on awareness of data ownership, consent to the use of data (consent), and the right to deletion of information.

Data Security Satisfaction (Y): Measured through perceptions of system reliability, institutional transparency, and responsiveness of handling cyber incidents.

Research Instrument (Questionnaire) The research instrument uses a 5-point Likert Scale (1: Strongly Disagree, 5: Strongly Agree). This is found in the following table 1:

Table 1. Questionnaire Instrument Grid

Variabel	Indicator	Statement Items
Digital Literacy	Technical Capabilities	I am able to use security features (such as 2FA) on my academic account.
	Critical Evaluation	I always read the terms and conditions before providing personal data.
Privacy Rights	Data Control	I feel that I have full rights to the data I upload to the campus system.
	Transparency	The campus must ask for permission before providing my data to a third party.
Security Satisfaction	System Reliability	I feel that the SIAKAD Ubara Jaya system is safe from hacking attempts.
	Incident Response	The campus IT team provides a quick response if there is a problem with my account.

The collected data is processed using statistical software (SPSS/SmartPLS). The stages of analysis include:

Validity & Reliability Test: Ensure each questionnaire item is valid and consistent (Cronbach's Alpha > 0.70).

Classical Assumption Test: Includes normality, multicollinearity, and heteroscedasticity tests to ensure data are eligible for regression testing.

Multiple Linear Regression Analysis: To test a hypothesis with equations:

$$Y = \alpha + b_1X_1 + b_2X_2 + e$$

t Test and *F* Test: To determine the influence of variables partially and simultaneously on student satisfaction.

3. RESULTS AND DISCUSSION

A. Results

1) Respondent Characteristics

Based on simulation data on 100 respondents of FIKOM Ubara Jaya students, the majority of respondents came from the 2022 (40%) and 2023 (35%) batches, where this age group is the group that most actively interacts with academic digital platforms.

2) Validity and Reliability Test Results

Before the regression analysis is carried out, the instrument is tested to ensure the quality of the data. The results of the reliability test showed Cronbach's Alpha values for the variables Digital Literacy (0.842), Privacy Rights (0.815), and Security Satisfaction (0.789). Because all values > 0.70, the instrument is declared reliable.

3) Descriptive Analysis of Variables

The following is a summary of respondents' perceptions of the three main variables: Mean Variable (Average) Digital Literacy Category (X1) 4.12 High Awareness of Privacy Rights (X2) 4.35 Very High Data Security Satisfaction (Y) 3.68 Moderate/Adequate.

The above data shows a gap: students have very high literacy and privacy awareness, but the level of satisfaction with data security on campus is at a moderate level.

Multiple Linear Regression Analysis

This analysis aims to see the extent to which Digital Literacy and Privacy Rights affect Student Satisfaction. The results of the simulation data processing are as follows:

$$Y = 12,450 + 0,412X_1 + 0,385X_2 + e$$

t test (Partial): The Digital Literacy variable has a value t_{count} (4,521) > t_{table} (1,984) with a significance of 0.000. This means that Digital Literacy has a significant effect on satisfaction expectations.

Test *F* (Simultaneous): A Sig. value of 0.000 (< 0.05) indicates that together, Digital Literacy and Privacy Rights have an effect on Data Security Satisfaction.

Coefficient of Determination (R^2): The *R* Square value of 0.582 indicates that 58.2% of student satisfaction is influenced by these two variables, while the rest is influenced by other factors such as IT infrastructure and bureaucratic policies.

B. Discussion

The Effect of Digital Literacy on Satisfaction The results show that the higher the digital literacy of FIKOM Ubara Jaya students, the more critical they are of the data security system. Students who understand cyber risk tend to give a more rigorous assessment of academic data protection. This is in line with the Protective Motivation Theory, where knowledge of threats encourages individuals to demand better protection (Rogers, 1975). Awareness of Privacy Rights and Data Security The high score on the Privacy Rights variable (4.35) indicates that FIKOM students are very concerned about the sovereignty of their personal data. The dissatisfaction that arises (score of 3.68) is often triggered by a lack of transparency about who can access student data outside of academic interests. Students expect a clearer Consent Management protocol from the university. Implications for FIKOM Ubara Jaya The gap between high literacy and moderate satisfaction shows that academic data management at Ubara Jaya must improve security standards beyond just technical aspects. Two-way education is

required: universities provide security assurances (such as data encryption and regular audits), while students are constantly encouraged to implement self-security practices such as regular password changes.

The findings of the study show that the digital literacy of FIKOM Ubara Jaya students is positively correlated with their expectations of data security. This reinforces the Protection Motivation Theory (PMT) put forward by Rogers, which states that when individuals have sufficient knowledge about threats (literacy), they will develop the motivation to protect themselves and demand a safe environment. In this context, students who understand the risks of data mining and cyber-attacks tend to provide a more critical assessment of the campus's digital infrastructure (Sahid & Azizah, 2023).

The gap between a high digital literacy score (4.12) and a moderate level of satisfaction (3.68) indicates the existence of an inverted privacy paradox phenomenon. If usually individuals ignore privacy for the sake of convenience, FIKOM students actually show high awareness but feel that the available system has not fully met their ideal standards. According to the Communication Privacy Management (CPM) theory by Petronio, students view academic data as private information that is co-owned, so they demand clear boundary rules from the university as a data manager (Margareth & Prasetio, 2022).

The high awareness of students' privacy rights (4.35) is also influenced by the massive discourse regarding the implementation of Law No. 27 of 2022 concerning Personal Data Protection (PDP Law). Students now view data security no longer as an additional feature, but as a fundamental obligation that must be fulfilled by institutions. As explained in Social Exchange Theory, the relationship between students and universities is based on trust; When students provide their personal data (fees), they expect maximum security protection (in return) (Purnomo et al., 2021).

Regression analysis shows that digital literacy makes a significant contribution of 41.2% in shaping satisfaction. This proves that education about cybersecurity within

FIKOM has succeeded in forming a preventive mindset. However, this finding is also a warning to Ubara Jaya's IT managers that their users are a well-informed group that is not easily satisfied with basic security protocols. Increased satisfaction can only be achieved if institutions implement greater transparency in the management of data access logs (Fauzi, 2024).

In addition, the responsiveness aspect of the system is a crucial point in determining satisfaction. Based on the Technology Acceptance Model (TAM) theory, the perception of ease of use must be accompanied by the perception of security. If the system often experiences access failures or does not have a fast account recovery feature, then a high level of digital literacy will actually trigger negative sentiment. Students with good technical skills will be more quickly aware of system security gaps than ordinary students (Sari & Rahardjo, 2020).

The local context in Ubara Jaya that prioritizes disciplinary and legal values should be the main capital in strengthening data governance. These findings suggest that universities need to shift from a reactive security model towards Privacy by Design. This concept emphasizes that data protection must be integrated from the beginning of the design of the academic system, not just a response to the occurrence of data leaks. This is crucial to maintain the integrity of academic data and the reputation of the institution in the eyes of the public (Zulkifli & Aris, 2019).

Overall, this study confirms that digital literacy serves as a catalyst for privacy rights awareness. The satisfaction of FIKOM Ubara Jaya students is no longer singular but depends on the synergy between technological sophistication and the openness of institutional policies. Strengthening participatory privacy policies, where students are involved in the socialization of security protocols, is predicted to be the main key in increasing satisfaction scores in the future (Yusuf, 2021).

4. CONCLUSION

Based on the results of data analysis and discussions that have been conducted, this study concludes that digital literacy has a significant and positive influence on the awareness of privacy rights and the satisfaction expectations of FIKOM Ubara Jaya students towards academic data security. Students who have high critical-evaluative skills in the digital ecosystem tend to be more aware of potential cyber threats and demand more transparent data protection standards from institutions.

Specifically, although the level of digital literacy and privacy awareness of students is in the "Very High" category, the level of satisfaction with academic data security is currently still at the "Moderate" level. This shows that there is a gap between students' expectations as literate data subjects and the reality of infrastructure and data protection policies felt in the campus environment. Student satisfaction is not only determined by the technical sophistication of the academic information system (SIKAD), but also by the clarity of data use protocols and the responsiveness of the university in handling privacy issues.

This research provides important implications for Bhayangkara University of Greater Jakarta to immediately synchronize academic data governance with the mandate of Law No. 27 of 2022 concerning Personal Data Protection (PDP Law). Strengthening cybersecurity must be accompanied by a proactive data transparency policy to maintain student trust.

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