Beyond Regulation: Rethinking Deepfake Pornography Prevention Through Digital Literacy

Sahajuddin[1], Ansaar[1], Abdul Hafid[1], Erlita Tantri[2*], Entis Sutisna[1], Sri Najiyati[1]

[1]Research Center for Social Welfare, Village and Connectivity, National Research and Innovation Agency (BRIN), Indonesia
[2]Research Center for Area Studies, National Research and Innovation Agency (BRIN), Indonesia

Corresponding Author: erli001@brin.go.id

Abstract: The rapid advancement of digital technologies has generated new forms of visual manipulation, most notably deepfake pornography, which poses serious threats to individual privacy, dignity, and informational integrity. Within the framework of Islamic legal thought, such practices may be conceptualized as *jarīmah fī al-maʿlūmāt* (information-based crimes) that undermine fundamental ethical and legal protections. This study examines the role of digital literacy as a preventive mechanism against exposure to and dissemination of deepfake pornographic content among urban social media users, with a particular focus on young adults in Jakarta. It further investigates how legal awareness and moral reasoning mediate individuals' critical engagement with manipulative digital content, and how deepfake technology is perceived and contested within Islamic legal norms emphasizing the protection of honor (*ḥifẓ al-ʿird*) and intellect (*ḥifẓ al-ʿaql*). Employing a quantitative research design, data were collected from 100 respondents using purposive sampling and measured across five dimensions of digital literacy. The data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) via SmartPLS. The findings demonstrate that visual, informational, social–emotional, and critical digital literacy significantly contribute to the prevention of deepfake pornography, with critical thinking emerging as the most influential factor. These results suggest that digital literacy functions not merely as a technical competence but as a normative and ethical safeguard against information-based crimes that violate human dignity. The study underscores the necessity of integrating ethical, legal, and faith-based digital literacy into broader regulatory and educational frameworks, advocating a collaborative approach involving state institutions, educational actors, and community leadership to address emerging digital harms in a culturally and normatively grounded manner.
Keywords: Digital Literacy; Deepfake Pornography; Information-based Crime; Islamic Law; Critical Thinking

Introduction

$\mathcal{T}$he development of digital technology has brought significant changes in human life, especially in terms of communication, information dissemination, and access to media (Landgren et al., 2020). On the one hand, these advancements provide various conveniences, but on the other hand, technology also creates new challenges in the form of increasingly complex digital-based crimes (Peter et al., 2016). One form of digital crime that is increasingly troubling the public is the phenomenon of deepfake pornography, which is the distribution of pornographic content that is digitally manipulated by faking a person's face or body very convincingly (Easterbrook-smith & Easterbrook-smith, 2025). Deepfake pornography is not just a misuse of artificial intelligence technology, but also a serious violation of the right to privacy, integrity and dignity of individuals, especially women and public figures who are often victims (Ruiter, 2021).

Cases of deepfake pornography in various countries have become an international concern. In South Korea, for example, there have been cases of the spread of deepfake videos featuring the faces of female celebrities in explicit sexual content without permission (Timmerman et al., 2023). Meanwhile, in

Indonesia, there have been similar cases of public figures and ordinary individuals having their faces edited and disseminated through social media and video sharing platforms (Gramigna, 2025). One viral case was the spread of a fake pornographic video featuring the face of a female public figure spread through an online chat group, which caused social, psychological and even reputational harm to the victim (Pawelec, 2025). This fact indicates that the threat of deepfake pornography is no longer theoretical, but real and requires serious attention from the community and government (Gosse & Burkell, 2020).

In the context of Indonesian law, the dissemination of pornographic content, including those based on digital manipulation, has been regulated in several laws and regulations . Law No. 19/2016 on Electronic Information and Transactions (ITE Law) prohibits the dissemination of indecent content, including digitally manipulated images or videos . Article 27 paragraph (1) of the ITE Law expressly prohibits any person from intentionally and without right distributing or making accessible electronic information that contains a violation of decency. In addition, Law No. 44/2008 on Pornography also provides a legal umbrella for the prosecution and prevention of digital pornography (Wood et al., 2021). However, the complexity of deepfake technology poses its own challenges in terms of law enforcement, given the difficulty in proving content engineering and identifying perpetrators precisely (Hi.Yusuf, 2020).

The urgency of this research lies in the need to strengthen digital literacy as one of the effective prevention strategies. Digital literacy is not only related to the ability to use technological devices, but also includes critical aspects in understanding, evaluating and responding to digital information wisely and ethically (Adyani et al., 2021). People who have a high level of digital literacy tend to be better able to recognize false content, understand the legal consequences of disseminating unauthorized information, and are not easily influenced by digital provocations (Wulandari & Suteja, 2019). In this case, digital literacy serves as an initial shield to reduce the risk of exposure and involvement in the spread of deepfake pornography content, either intentionally or unintentionally. In addition, in the perspective of Islamic law, the crime of deepfake pornography can be categorized as jarīmah fī al-ma'lumat or information-based crime, which causes *mafsadah* or damage to the moral, social and spiritual values of the people (Wulandari & Suteja, 2019). The concept of jarīmah fī al-ma'lumat refers to violations of the law that occur through digital information media and communication technology. In the maqāṣid al-sharī'ah principle, protection of honor (ḥifẓ al-'ird) is one of the main objectives of Islamic law (Aziizah Amir & Fitri, 2022). Therefore, the spread of deepfake pornography that digitally damages a person's honor is a serious violation of Shari'ah values. Therefore, preventive approaches such as increasing digital literacy have important relevance in the framework of protecting sharia law and positive law at the same time (Rioflorido et al., 2022).

The purpose of this study is to analyze the extent of the influence of digital literacy on efforts to prevent exposure and the spread of deepfake pornography among social media users, especially among the younger generation. This research also aims to identify the role of legal awareness and moral values in shaping critical attitudes towards manipulative digital content. In addition, this research wants to illustrate how people understand and respond to the existence of deepfake technology as a form of information crime (jarīmah fī al-ma'lumat), and how the existing legal framework can be optimized through an educative and transformative digital literacy approach.

While various studies have addressed digital literacy and its impact on online behavior, there is a gap in the literature that specifically addresses the relationship between digital literacy and an individual's ability to prevent the spread of deepfake pornography. Some previous studies have focused more on the technical aspects of deepfake technology or on its psychological impact on victims, while approaches that place digital literacy as a preventive variable in a legal and moral context are still very limited. This research tries to fill this void by providing an empirical analysis of the influence of digital literacy on legal awareness and critical ability in dealing with technology-based information crimes. By considering the complexity of the problems presented by deepfake pornography, an interdisciplinary approach is very important. This research is not only based on legal and technological frameworks, but also involves sociological dimensions, Islamic ethics, and media psychology. This is important so that the solutions offered are not sectoral or technocratic, but comprehensive and contextual. Through a more comprehensive

understanding of the factors that influence the spread and acceptance of deepfake pornography content, policy interventions and digital education can be designed more effectively.

In the context of Indonesia, a country with a large number of internet users and varying levels of digital literacy, it is important to ensure that every level of society is equipped with the ability to be critical and responsible in the digital world. The government, educational institutions, religious leaders, and civil society organizations have an important role in shaping a healthy and dignified digital culture. This research is expected to contribute to digital education efforts and policy development that is responsive to the challenges of increasingly sophisticated information crimes. Through a quantitative approach, this research will measure the level of digital literacy and its relationship with people's behavior and attitudes in dealing with deepfake pornography content. Thus, this research can provide a strong empirical basis for strategic intervention efforts that do not only rely on law enforcement aspects, but also encourage active community participation in preventing the spread of information crimes that damage social and religious values.

Literature Review

The phenomenon of spreading deepfake pornography is increasingly worrying because of its manipulative nature, resembles reality, and has great potential to damage a person's good name without a basis in facts. This crime is part of the transformation of conventional forms of crime into cybercrime, especially in the form *of jarīmah fī al-maʿlūmāt* — that is, digital information-based crimes that violate moral, social, and spiritual values in society. Therefore, a preventive approach that only relies on positive legal aspects is considered insufficient (Mania, 2024). An additional educational-based approach is needed, namely strengthening people's digital literacy, so that internet users can recognize, reject, and not participate in spreading false content such as deepfake pornography.

The concept of digital literacy as the key to preventing information crime was introduced by Paul Gilster, who stated that digital literacy is not just a technical skill, but includes the ability to think critically, evaluatively, and ethically about content consumed digitally. This becomes relevant considering *that deepfake pornography* works by deceiving the visual senses through the manipulation of images and videos that appear to be real. Individuals with low levels of digital literacy are less likely to be able to distinguish between genuine and fake content and are easily caught up in the cycle of illegal content dissemination that is essentially part of *jarīmah fī al-maʿlūmāt* (Gilster, 1997).

A more in-depth approach to digital literacy was developed by Yoram Eshet-Alkalai, which divides digital literacy into four main dimensions: visual literacy, information literacy, social-emotional literacy, and critical thinking literacy. These five dimensions not only shape the technical capabilities of users, but also contribute to critical and ethical attitudes in the face of manipulative digital content (Issues & Criminal, 2025).

First, the dimension of visual literacy is crucial in the context of deepfake pornography. The ability to critically evaluate and interpret visual content helps users resist believing in videos that appear realistic but are, in fact, fabricated. Individuals with strong visual literacy skills can identify indicators of visual manipulation, such as inconsistencies between lip movements and audio, or the presence of suspicious digital artifacts. This will have an impact on the user's ability to prevent themselves from spreading content that may violate the honor of the individual — something that is prohibited in the concept *of ḥifẓ al-ʿird in maqāṣid al-sharīʿah*. Second, *Information literacy* is an intellectual filter for all information received digitally. This literacy helps individuals to search, check, and compare information from various sources before trusting or disseminating it. In the context of the spread of deepfake pornography, this ability is important so that users do not act as passive agents in spreading content that damages the reputation of others. An informed user will have the awareness to verify the video before sharing it — an attitude that directly helps break the chain of *jarīmah fī al-maʿlūmāt crime*. Third, *social-emotional literacy* is related to moral sensitivity and digital empathy. Many cases of deepfake pornography spreading occur because users feel the content is "purely entertainment" or "harmless." In fact, from the victim's point of view, this spread is tantamount to degrading dignity and destroying honor. This literacy forms social awareness so that users do not treat

digital media as a space without ethics. In Islam, maintaining the honor and dignity of others is a strict commandment, and the act of spreading visual slander such as deepfakes can be categorized as a grave sin that falls within the framework of *jarīmah fī al-maʿlūmāt*. Fourth, critical thinking literacy helps users not to immediately believe viral content. They tend to question the authenticity, motives, and potential manipulation behind a piece of content. In the context of *deepfakes*, content can be spread by parties who want to defame others, spread hatred, or pursue commercial gain through sexual content. With critical thinking skills, individuals will be more careful and not easily controlled by the flow of misleading digital information (Ferdinal & Bakir, 2024).

Thus, strengthening digital literacy, grounded in Eshet-Alkalai's (2004) five-dimension framework, can serve as a preventive approach to mitigating the spread of deepfake pornography, which essentially constitutes a form of *jarīmah fī al-maʿlūmāt* (information crime) that violates the principles of both positive law and Islamic law. Yoram Eshet-Alkalai identifies five key dimensions of digital literacy, photo-visual, reproduction, information, branching, and socio-emotional literacies—that collectively build individuals' capacity to critically evaluate, interpret, and ethically engage with digital content (Eshet-alkalai, 2004). Such crimes not only lead to violations of privacy but also to the erosion of reputation, dignity, and social trust within digital spaces (Law et al., 2024). Building on these theoretical insights, this study argues that digital literacy is not merely a cognitive skill but also a moral and social competence rooted in Islamic ethical principles. It posits that enhancing digital literacy among social media users, particularly the youth, can serve as a transformative pathway to uphold *ḥifẓ al-ʿird* (protection of honor) and strengthen societal resilience against the growing threat of visual cybercrime. Consequently, this research contributes to the discourse on national digital literacy policies, the integration of Islamic values into digital character education, and the development of comprehensive frameworks for victim protection in the cyber domain (Iurissevich & Arti, 2024).

Method

This study adopts a quantitative approach with a causal-associative research design aimed at analyzing the influence of digital literacy on efforts to prevent the spread of deepfake pornography as a form of information-based crime (*jarīmah fī al-maʿlūmāt*). This approach enables objective and systematic measurement of relationships between variables through numerical data and statistical analysis, while causal modeling allows for assessing both direct and indirect effects of digital literacy on preventive behaviors toward manipulative pornographic content. The research was conducted in Jakarta, Indonesia's capital and the country's highest center of digital activity, characterized by high internet penetration and intensive social media use, making it particularly vulnerable to deepfake dissemination. Data collection took place from January to May 2025, with the population consisting of active social media users aged 17–35 years domiciled in Jakarta. Using purposive sampling, 100 respondents were selected based on criteria including active social media use, prior exposure or awareness of deepfake content, and voluntary participation. This sample size meets the minimum requirements for Partial Least Squares Structural Equation Modeling (PLS-SEM), following the rule of ten times the largest number of indicators in a single construct, while also considering efficiency in time and resources.

The study examines two main variables: digital literacy as the independent variable and prevention of deepfake pornography as the dependent variable. Digital literacy is operationalized using five dimensions proposed by Eshet-Alkalai (2004), namely photographic-visual literacy, information literacy, social-emotional literacy, critical thinking literacy, and technological literacy. The prevention variable is measured through indicators of awareness, attitudes, and actions related to recognizing, rejecting, and refraining from disseminating visually manipulated pornographic content. Data were collected via an online questionnaire distributed through Google Forms, developed from established theoretical constructs and validated by experts in digital communication and information law, with a preliminary pilot test conducted on 20 respondents. Data analysis employed SEM-PLS using SmartPLS software, encompassing outer model evaluation (convergent validity via AVE, discriminant validity through Fornell–Larcker criteria and cross-loadings, and reliability using Cronbach's Alpha and Composite Reliability) and inner

model evaluation (R-square, path coefficients, and t-statistics with a 5% significance threshold). The selection of SEM-PLS is justified by its suitability for multidimensional latent constructs, small to medium sample sizes, non-normal data distribution, and its robustness in explaining variance, thereby providing valid and comprehensive insights into the role of digital literacy in preventing deepfake pornography as a contemporary digital crime threatening individual dignity.

Results

Respondent Characteristics

Table 1. Distribution of Respondent Frequency Characteristics of The Influence of Digital Literacy in the Prevention of Deepfake Pornography

Characteristics	N	(%)
Age		
>40 year	27	27%
17-40 year	73	73%
Entire	100	100%
Gender		
Man	63	63%
woman	37	37%
Entire	100	100%
Education		
Primary school	24	24%
Junior high school	29	29%
Diploma/Bachelor's	47	47%

Source: Processed from primary data using SmartPLS tools, 2025

Based on the results of data collection, the majority of respondents in this study were in the productive age range, which is between 17 and 40 years old. This shows that most of the participants are a generation that is active in the use of digital media and has great potential in being exposed to and responding to manipulative digital content such as deepfakes. In terms of gender, the proportion of respondents is dominated by men. This dominance reflects the higher involvement of men in accessing and interacting in the digital space, including in terms of consumption and distribution of visual-based content. Meanwhile, based on education level, most of the respondents have pursued higher education at the diploma or bachelor's level, followed by junior high school graduates, and the rest are elementary school graduates. This composition illustrates the diversity of levels of understanding and access to information technology among respondents. This variation in education level is also an important factor in assessing the difference in the level of digital literacy and its ability to respond to deepfake-based pornographic content. With a varied demographic background, the results of this study are expected to provide a representative picture of the influence of digital literacy in the prevention of digital visual crime in urban communities such as Jakarta.

Research Variable Reliability

Table 2. Composite Reliability and Cronbach Alpha Test Results

Construct	Cronbach's Alpha	Rho_A	Composite Reliability	Average Variance Extracted (AVE)
Visual literacy	0.758	0.927	0.819	0.667
Information literacy	0.675	0.855	0.752	0.640
Social-emotional literacy	0.613	0.823	0.868	0.751
Critical thinking literacy	0.826	0.721	0.838	0.689
The Influence of Digital Literacy in the Prevention of Deepfake Pornography	0.876	0.985	0.899	0.967

Source: Processed from primary data using SmartPLS tools, 2025

Based on the results of the outer model analysis using SmartPLS, all constructs in this study have met the requirements for reliability and convergent validity. Cronbach's Alpha values on all constructs indicate acceptable internal consistency, which indicates that the indicators in each variable have a good level of reliability. In addition, the Composite Reliability value also indicates a number above the minimum required threshold, so it can be concluded that the constructs in this model have a strong combined reliability to measure the concept in question. In terms of convergent validity, all constructs have an Average Variance Extracted (AVE) value above 0.5, which means that the proportion of indicator variance described by the latent construct is adequate. This shows that each construct in this model is able to explain its measuring variables optimally. Similarly, the Rho_A value on all constructs indicates consistency that supports the results of previous tests. With the fulfillment of all these criteria, it can be concluded that the instruments in this study have been proven to be valid and reliable, and feasible to be used in testing the relationships between variables at the stage of inner model analysis.

Graph 1. Regression Results on the Effect of Digital Literacy in Preventing Deepfake Pornography
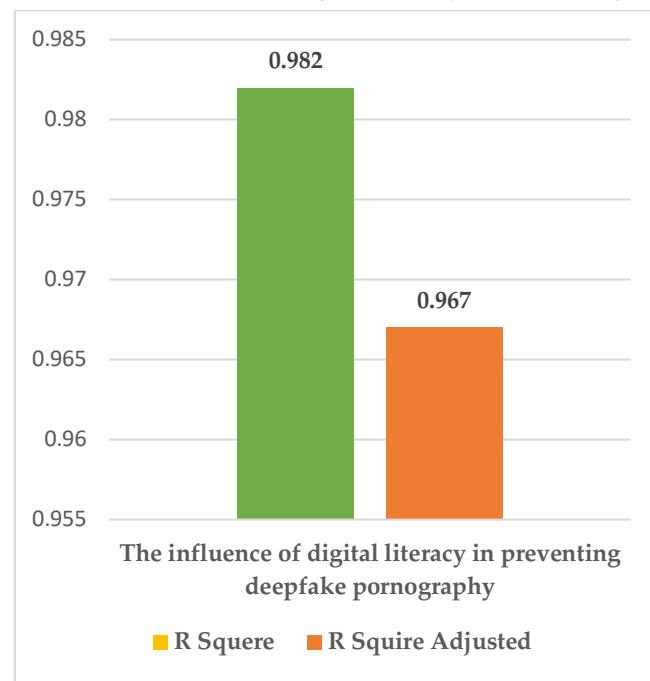
Source: Processed from primary data using SmartPLS tools, 2025

Based on the results of the inner model analysis, the coefficient of determination shows that this research model has a very high level of clarity in explaining the relationship between digital literacy and preventing the spread of deepfake pornography. The R Square number obtained indicates that the variables in the model are able to explain almost all the variability of the dependent variable. This strengthens the notion that digital literacy plays an important and significant role in shaping digital users' attitudes and actions towards immoral manipulative content. Meanwhile, the Adjusted R Square value, which is close to a perfect value, shows the overall stability of the model, even though it has been adjusted for the number of predictors and sample size. This finding suggests that the influence of digital literacy in its five dimensions is not only theoretically relevant, but also has very strong predictive power in an empirical context. Thus, this model can be considered very feasible to use in explaining and formulating strategies to prevent deepfake pornography as a form of *jarīmah fī al-maʿlūmāt*, especially among urban digital societies such as Jakarta.

Hypothesis testing

Hypothesis testing is carried out between independent and dependent variables using the bootsrapping method in SEMpls to determine the validity and reliability of the research data. In this test using the T-statistic and P-values which will be presented in the form of a t table, to find out valid research data, of course, the T-statistic value is> 1.96 and the P-values are <0.05.

Figure 1. The Influence of Digital Literacy Dimensions on Deepfake Pornography Prevention
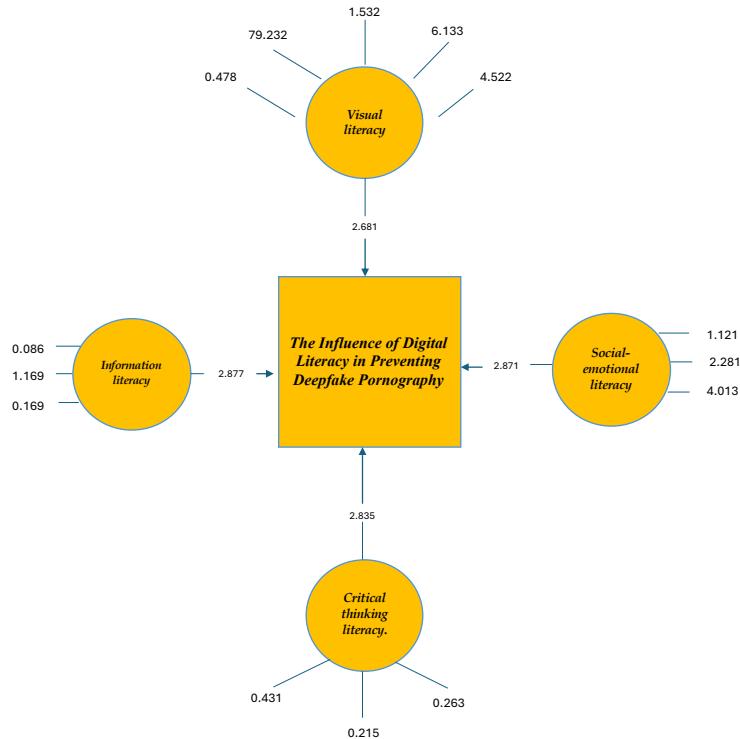
Source: Processed from primary data using SmartPLS tools, 2025

Variable	Original Sample (O)	Sample Mean (M)	STDEV	T-Statistics (|O/STDEV|)	P-Value	Hypothesis
Visual literacy	0.252	0.251	0.093	2.681	0.036	Accepted
Information literacy	0.341	0.192	0.101	2.877	0.021	Accepted
Social-emotional literacy	0.269	0.248	0.078	2.871	0.030	Accepted
Critical thinking literacy	0.437	0.471	0.154	2.835	0.005	Accepted

Source: Processed from primary data using SmartPLS tools, 2025

Based on the results of hypothesis testing, it was found that all dimensions of digital literacy have a significant influence on the prevention of the spread of deepfake pornography. Each variable had a statistical value that exceeded the minimum limit of t-statistics at a significance level of 5%, so all hypotheses proposed in this study were accepted. The visual literacy dimension has been shown to contribute positively and significantly, indicating that the higher an individual's ability to understand and evaluate visual content, the greater his or her ability to recognize and reject manipulative content such as deepfakes. Likewise, the dimension of information literacy shows a significant relationship, indicating that the ability to search, check, and verify information has an important role in forming a preventive attitude towards fake digital pornography content. Furthermore, the social-emotional literacy dimension also showed a significant influence. These findings underscore that digital empathy, social awareness, and ethical responsibility of users also determine their decision not to share content that violates the privacy and honor of others. Lastly, critical thinking literacy makes the greatest contribution among the other four dimensions. This indicates that the ability to think critically, analytically, and skeptically about digital content plays a central role in fortifying oneself from digital visual manipulation that has the potential to become a means of information crime or *jarīmah fī al-maʿlūmāt*. Thus, the results of this study strengthen the argument that digital literacy is not only a cognitive instrument, but also a moral instrument that can be used to protect society from digital crimes based on visual manipulation.

Discussion

The results show that digital literacy has a significant influence on efforts to prevent the spread of deepfake pornography, which is categorized as an information crime (*jarīmah fī al-maʿlūmāt*). Each dimension of digital literacy-visual, informational, social-emotional, and critical thinking-contributes significantly to shaping users' critical attitude, responsibility, and legal awareness in responding to unauthorized manipulated digital content. This finding strengthens the conceptual framework that digital literacy is not only technical, but also cognitive and moral, which is indispensable in facing ethical challenges in the digital era. The critical thinking literacy dimension was noted as the variable with the strongest influence in this research model. This means that the higher an individual's critical thinking ability towards digital information, the more likely they are to reject or distrust suspicious content such as deepfake videos. This result is in line with the findings of (Henry et al., 2020), which states that critical thinking literacy plays an important role in shaping individual resilience to digital manipulation and visual propaganda. In the context of visual-based crimes such as deepfake pornography, critical thinking is a key element to counteract the spread of information that damages human integrity and dignity.

Meanwhile, information literacy was also shown to contribute significantly to preventing the spread of fake pornographic content. This indicates that individuals who are able to carefully search, evaluate, and compare information from various sources are less likely to become victims or passive actors in the spread of harmful digital content. This result is reinforced by (Godbout et al., 2019) research, which emphasizes that information literacy is the main foundation for building a culture of verification in internet use. In the case of deepfakes, the ability to check the authenticity of the source or video metadata is very influential in limiting the spread of content that is visual slander.

The social-emotional literacy dimension also contributed significantly. This confirms that users' ability to manage empathy, social responsibility and digital ethics is crucial in preventing actions that can hurt or damage others online. This literacy serves as a moral warning that the digital space is not a value-free area, but part of a public space that also requires manners and ethical considerations. This finding is consistent with (Goldfarb & Lieberman, 2021),who state that strong digital literacy is not enough to rely on technical skills, but must also be accompanied by high social sensitivity, especially in the context of visual and viral digital interactions.

As for the visual literacy dimension, although it has the lowest influence compared to other dimensions, it still contributes significantly. This shows that the ability to understand and critically evaluate visual elements remains important, especially in an era where the authenticity of digital images and videos is increasingly difficult for ordinary users to distinguish. Eshet-Alkalai states that visual literacy is an essential part of digital intelligence, as the majority of content in cyberspace is visual. Therefore, improving users' visual literacy is the first step in equipping people not to become victims or perpetrators of digital visual crimes such as deepfake pornography (Eshet-alkalai, 2004).

All of these dimensions support each other and contribute to the formation of community digital resilience. In the context of Islamic law, these findings show that digital literacy can be used as an instrument of prevention against *jarīmah fī al-maʿlūmāt*, because it helps people maintain the principle of *ḥifẓ al-ʿird* or protection of honor. In other words, digital literacy is not only an individual protection tool, but also a representation of social and religious responsibility in maintaining human dignity in the digital space. This approach is in line with the idea of *maqāṣid al-sharīʿah* which emphasizes the protection of five main aspects: religion, soul, intellect, offspring, and property, where honor (*al-ʿird*) is an integral part of the protection structure.

This research also strengthens the results of a study by (Swedo et al., 2020)which highlights the importance of an interdisciplinary approach between Islamic law, technology, and digital ethics in building a system to protect society from deviant online behavior. Therefore, the digital literacy approach can be used as a complementary strategy for positive law enforcement, which so far still faces obstacles in proving deepfake cases forensically. In the midst of the complexity of visual manipulation technology, digital literacy-based public education is a strategic step that can reach the wider community in a preventive and sustainable manner. Thus, this discussion underlines the importance of strengthening

digital literacy as a preventive instrument that not only has an impact on legal protection, but also on strengthening ethical and spiritual values in cyberspace. Digital literacy in its five main dimensions contributes significantly to efforts to prevent the spread of deepfake pornography as an information crime that threatens public morals and social integrity. Therefore, the results of this study are not only relevant for theory development, but also have broad policy and educational implications, especially in building a smart, moral and protected digital society.

Conclusion

Based on the results of data analysis and discussion, it can be concluded that digital literacy has a significant influence on efforts to prevent the spread of deepfake pornography, which is categorized as *jarīmah fī al-maʿlūmāt* (information crime). Each dimension of digital literacy—visual, informational, social-emotional, and critical thinking—contributes to shaping more ethical and reflective digital awareness, attitudes, and behaviors among social media users. These findings reaffirm that digital literacy should not be understood merely as a set of technical skills, but rather as a moral and legal instrument that embodies the principles of *maqāṣid al-sharīʿah*, particularly *ḥifẓ al-ʿird* (protection of honor) and *ḥifẓ al-ʿaql* (protection of reason), in responding to contemporary digital challenges.

By linking the preventive function of digital literacy with the objectives of *maqāṣid al-sharīʿah*, this study situates the issue of deepfake pornography within a broader Islamic legal-ethical framework that integrates spiritual and civic dimensions of digital responsibility. In doing so, it fills an important theoretical gap by demonstrating how Islamic legal thought can meaningfully contribute to the global discourse on cyber ethics and digital crime prevention, while also showing that a multidimensional digital literacy framework is effective in explaining individuals' preventive attitudes toward digitally engineered immoral content. Future research is encouraged to expand the population and context by incorporating regional diversity, digital cultural variations, and longitudinal approaches to capture the evolving dynamics of digital literacy, while policymakers, educators, and religious leaders are expected to take proactive roles in strengthening public digital literacy through adaptive curricula, inclusive educational initiatives, and the promotion of digital ethics grounded in *maqāṣid al-sharīʿah* and national legal values.

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Conflict of Interest

The authors declare no conflict of interest.

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