

The Role of Socialization, Digital Literacy and Public Trust in the Understanding and Participation of Complaints through ‘Dumas Presisi’ in Indonesia at the National Police Agency

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Abstract

Public complaints (Dumas) are a vital component of good governance, particularly in law enforcement institutions such as the National Police. The ‘Dumas Presisi’ application was developed to facilitate digital complaint submission. This study examines the effect of Exposure to Socialization (X1) and Digital Literacy (X2) on Complaint Participation (Z), with Public Understanding (Y1) as a mediating variable, using a quantitative survey approach. Data were collected from 290 respondents in West Java. The findings reveal that Exposure to Socialization (X1) has a significant positive effect on Public Understanding (Y1) ($\beta = 0.728$) and Complaint Participation (Z) ($\beta = 0.520$). Digital Literacy (X2) positively affects Public Understanding ($\beta = 0.178$) but does not significantly influence Complaint Participation ($\beta = -0.096$). The model explains 63.4% of the variation in Public Understanding and 59.8% in Complaint Participation. Exposure to socialization is the strongest factor in enhancing public understanding and participation in ‘Dumas Presisi’, with public understanding serving as the key mediator. It is recommended that the National Police increase the quality and frequency of socialization efforts to strengthen public trust and encourage active participation in the complaint system.

Keywords: *Dumas Precision; Socialization; Digital Literacy; Public Trust; Public Understanding.*

Introduction

Public complaints are a fundamental instrument in realizing good governance, serving as a channel for public aspirations and active participation in monitoring government performance (Maulana, Hurriyati, & Hidayat, 2023). This mechanism is essential for promoting accountability and transparency, which aligns with Indonesia’s bureaucratic reform agenda emphasizing citizen involvement in public service oversight. In the context of law enforcement, the *Kepolisian Negara Republik Indonesia* (Polri) plays a central role in maintaining security and order, making an effective, transparent, and accountable complaint mechanism within the Police indispensable (Polri, 2002).

Responding to this need, the National Police launched the ‘Dumas Presisi’ application (Predictive, Responsible, Transparency, and Fair Public Complaints) (Maulana, 2023). This innovation facilitates online submission of complaints regarding the performance and conduct of Polri members, supporting the Polri transformation program toward Precision. The primary goal of ‘Dumas Presisi’ is to enhance transparency and accountability in responding to public complaints.

Although ‘Dumas Presisi’ represents a technological advancement, its effectiveness in encouraging public participation depends on multiple factors, including socialization efforts, the public’s digital literacy, understanding of the system’s mechanisms and benefits, and trust in the Polri institution (Harisandi, Yahya, et al., 2024). Public complaint participation reflects citizens’ involvement in monitoring public services (Newig & Fritsch, 2009) and can be conceptually defined as the process of integrating public concerns, needs, and values into government decision-making. Citizen complaint behavior can be understood through the framework of "justice restoration response" and is influenced by the perceived "likelihood of complaint success" (Hagger et al., 2022).

Exposure to socialization regarding public policies such as ‘Dumas Presisi’ plays a pivotal role in shaping public awareness, understanding, and participation (Bandura, 2023). Insufficient socialization may result in citizens being unaware of the application or of their rights and responsibilities regarding complaints (Newig & Fritsch, 2009; Arnstein, 2020).

In the digital era, digital literacy is a prerequisite for meaningful public participation (Harisandi, Hurriyati, & Dirgantari, 2023), including accessing services like ‘Dumas Presisi’ (Maulana et al., 2023). Digital literacy refers to the ability to acquire, evaluate, use, produce, and disseminate information through Information and Communication Technologies (ICT) (Gilster, 1998). The Indonesian Ministry of Communication and Informatics (Kominfo) defines it through four pillars: Digital Skills, Digital Ethics, Digital Security, and Digital Culture (Sukarman, 2022). In 2023, Indonesia’s digital literacy level averaged 3.65 out of 5 (“moderate”), with uneven distribution, which affects access to digital services like ‘Dumas Presisi’.

Public understanding of the ‘Dumas Presisi’ mechanism is a critical factor bridging service availability and active participation (Grindle, 2017). It encompasses knowledge of access procedures, benefits, and rights and obligations (Susmann et al., 2022). Understanding is shaped by the quality of information and effectiveness of Polri communication (Lazarus & Folkman, 1984). Exposure to socialization and digital literacy together strongly influence public understanding, which mediates complaint participation (Gaventa & Nissenbaum, 2006).

Public trust in the Police is central to participation, as trust affects citizens’ willingness to engage (Tankebe, 2013; Meijer, 2013). Trust can moderate the relationships between understanding and participation, and between socialization or digital literacy and understanding (Harisandi & Wiyarno, 2023). Transparency and accountability in handling complaints through ‘Dumas Presisi’ are crucial for building and maintaining public trust (Sunshine & Tyler, 2003).

Although numerous studies have explored these variables individually, limited empirical research simultaneously examines socialization exposure, digital literacy, public understanding, and complaint participation within the context of ‘Dumas Presisi’ (Pangarepan, 2021). Existing research on ‘Dumas Presisi’ mainly focuses on technical aspects or general service effectiveness (Harisandi, Nurhidayah, et al., 2024), while studies on other online complaint systems like SP4N-LAPOR highlight the lack of public understanding as a barrier to participation (Febrianda & Maiyana, 2024).

This study aims to empirically analyze the relationships among socialization exposure, digital literacy, public understanding, and complaint participation in using ‘Dumas Presisi’. Specifically, the study investigates:

1. The effect of socialization exposure on public understanding.
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2. The effect of digital literacy on public understanding.
3. The effect of public understanding on complaint participation.
4. The effect of socialization exposure on complaint participation.
5. The effect of digital literacy on complaint participation.
6. The mediating role of public understanding in the relationship between socialization exposure and complaint participation.
7. The mediating role of public understanding in the relationship between digital literacy and complaint participation.

Literature Study

Socialization Exposure

Exposure to public socialization initiatives has been shown to significantly enhance public knowledge, understanding, and engagement. Empirical evidence from public information campaigns in the Netherlands demonstrates that interpersonal interactions, following initial media exposure, act as the primary mediating mechanism through which socialization shapes public knowledge, attitudes, and behavioral outcomes (Solovei & Van Den Putte, 2020). Complementary research in the domain of media and political participation suggests that exposure to media content, including political news, improves citizens' knowledge and perceived political efficacy, which in turn fosters higher levels of active engagement and participation. These findings underscore the critical role of well-structured socialization programs in promoting informed civic involvement.

Digital Literacy

Digital literacy, defined as the capacity to effectively acquire, evaluate, and utilize information through digital technologies, is a key determinant in enhancing citizens' comprehension and engagement with digital public services. Kahne and Feezell (2012) found that digital media literacy education substantially increased youth participation in online civic and political activities, highlighting the foundational role of digital skills in facilitating engagement with digital platforms. Similarly, Harisandi and Purwanto (2023) argue that digital literacy is instrumental in enabling citizens to navigate, understand, and actively utilize government digital services, thereby supporting broader participatory governance objectives.

Public Understanding

Theoretical perspectives on public understanding emphasize that cognitive comprehension is a prerequisite for meaningful participation and accountability. The cognitive mediation model posits that mere exposure to information is insufficient; it must be accompanied by active cognitive processing (i.e., elaboration and understanding) to produce changes in attitudes and behaviors. Supporting this, research on health communication demonstrates that public understanding of risk-related information, facilitated through media exposure and interpersonal networks, leads to enhanced self-protective behaviors and proactive engagement (Zhao & Wu, 2021). In the context of public complaint mechanisms, understanding the operational procedures, benefits, and citizen rights is central to effective participation.

Complaint Participation

Participation in digital complaint mechanisms constitutes a form of civic engagement, which is closely linked to both socialization exposure and digital literacy. Studies indicate that digital platforms for public or citizen-police reporting increase trust and collaborative behavior, provided that these platforms exhibit transparency and accountability (Phipot et al., 2009; Weeks et al., 2017). Furthermore, citizen engagement in digital complaints is facilitated by

exposure to information and the development of comprehension, both through formal communication channels and social networks. Such engagement reflects a broader trend in the digital era, where informed and digitally literate citizens are better equipped to participate in governance processes.

Research Questions

Public complaints represent a critical pillar of participatory governance and institutional accountability, particularly within law enforcement institutions such as the Indonesian National Police (Polri). In line with efforts to enhance transparency and responsiveness, Polri introduced ‘Dumas Presisi’, a digital-based public complaint service. However, the effectiveness of this platform depends on multiple factors, including the public’s awareness, understanding, and digital competencies. This study examines the influence of Socialization Exposure and Digital Literacy on the public’s Understanding and Participation in the ‘Dumas Presisi’ mechanism, as well as the mediating role of Public Understanding.

The specific research questions are as follows:

- RQ1: Does Socialization Exposure significantly and positively influence Public Understanding of the ‘Dumas Presisi’ complaint service?
- RQ2: Does Digital Literacy significantly and positively influence Public Understanding of the ‘Dumas Presisi’ complaint service?
- RQ3: Does Public Understanding significantly and positively influence Complaint Participation in ‘Dumas Presisi’?
- RQ4: Does Socialization Exposure significantly and positively influence Complaint Participation in ‘Dumas Presisi’?
- RQ5: Does Digital Literacy significantly and positively influence Complaint Participation in ‘Dumas Presisi’?
- RQ6: Does Public Understanding significantly mediate the relationship between Socialization Exposure and Complaint Participation in ‘Dumas Presisi’?
- RQ7: Does Public Understanding significantly mediate the relationship between Digital Literacy and Complaint Participation in ‘Dumas Presisi’?

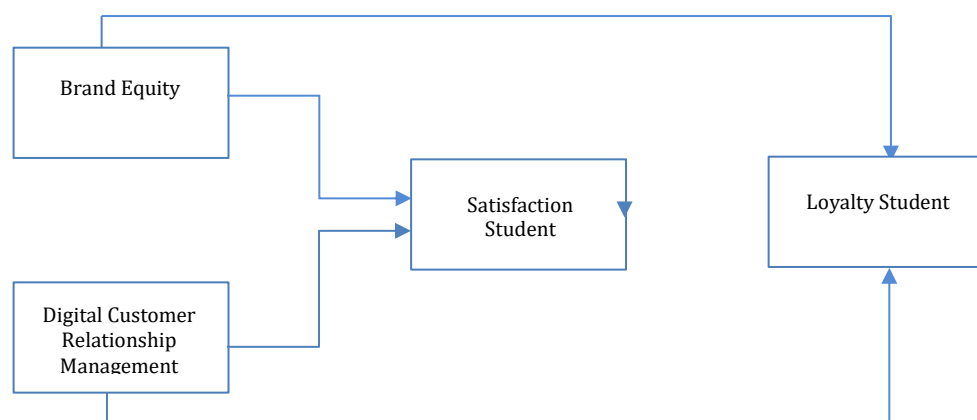


Figure 1.
Research Framework

Research Methodology

This study employs a quantitative approach with an explanatory research design (Takariani, 2017), aiming to examine and test the causal relationships among hypothesized latent variables. Specifically, the study investigates the influence of Socialization Exposure (X1) and Digital

Literacy (X2) on Complaint Participation (Z), with Public Understanding (Y1) serving as a mediating variable. The primary data were collected directly from respondents using electronic questionnaires, designed to capture perceptions and experiences related to the research variables. Data collection was conducted online, targeting respondents across various regions of West Java over a defined period.

The conceptual model tested in this study evaluates both direct and indirect effects of the independent variables on the dependent variable, mediated by Public Understanding (Bowen, 2009). The model comprises four main latent constructs: Socialization Exposure, Digital Literacy, Public Understanding, and Complaint Participation.

The target population consists of individuals in West Java who are aware of or have the potential to use the 'Dumas Presisi' application (Sarstedt & Mooi, 2018). Inclusion criteria required respondents to have internet access and digital devices capable of using the application (Sekaran & Bougie, 2016). The study successfully collected and analyzed 290 valid responses. A non-probability sampling approach was employed, specifically convenience sampling through online distribution of the questionnaire (Etikan et al., 2017; Palinkas et al., 2015). This technique was chosen due to its practicality and accessibility in online research contexts. The sample size ($N = 290$) is considered sufficient for SEM-PLS analysis, in line with recommendations for models of moderate complexity, which suggest minimum sample sizes based on the number of indicators and structural paths (Hair et al., 2014, 2018).

Respondent Profile

Analysis of the 290 respondents shows a near-balanced gender distribution, with 52.3% male and 47.7% female participants. Educational attainment is dominated by high school graduates or equivalent (70.5%), followed by individuals with a Bachelor's degree (22.1%). Minor proportions of respondents hold a Diploma (4.7%), Bachelor's degree (2.5%), or Doctoral degree (0.2%).

In terms of occupation, students/college students constitute the largest group (48.3%), followed by private-sector employees (27.6%). These two groups together account for 75.9% of the sample, highlighting that the survey findings are primarily influenced by young, academically oriented, and digitally engaged populations. Entrepreneurs represent 14.5%, while participants from the public sector and education (including ASN, TNI, Polri, teachers, and lecturers) collectively account for only 9.7% of respondents.

This distribution indicates that the sample is heavily skewed toward young, tech-savvy individuals, such as students and professionals, who are highly relevant for assessing engagement with digital complaint platforms like 'Dumas Presisi'. Their active use of digital technologies and application-based services makes them an ideal demographic for evaluating the effectiveness, reach, and usability of modern public complaint systems. Consequently, the composition of respondents provides robust insight into how the public interacts with and utilizes the digital complaint mechanisms offered by the Indonesian National Police.

Table 1.
Research Questions

Variable	dimension	Statement	Outer Loading
Socialization Exposure (X1)	ES1	Ever Seen Brochures/Flyers About Dumas	0.722
	ES2	Heard Explanation & Socialization of Dumas	0.869
	ES3	Watched Video Tutorials	0.822
	ES4	Activities Followed	0.785
	ES5	Clarity of Information	0.798
	ES6	Alignment of Material with Perkap No.9/2018	0.791
Literasi Digital (X2)	LD1	Ability to Download and Install Applications	0.842
	LD2	Navigation skills	0.916
	LD5	Self-Confidence	0.868
Complaint Participation (Z)	PM1	Can state the definition of Public Complaints	0.869
	PM2	Knows the Types of Report Limitations	0.878
	PM3	Knows the main purpose of Dumas	0.803
Community Understanding (Y1)	PM4	Knows Key Features	0.804
	PM5	Understands the flow of the report process	0.891
	PM6	Knows the Time Estimate	0.874
	PP5	Shares Dumas Information	0.850
	PP6	Follows the progress of the report status	0.813
	PP7	Satisfaction with the response received	0.847

Indicator Reliability

The reliability of the measurement indicators was evaluated using outer loadings, with a recommended threshold of 0.708. Loadings above this value indicate that the construct accounts for more than 50% of the variance in the respective indicator, signifying strong indicator reliability. As presented in Table 1, all indicators demonstrated excellent outer loading values, exceeding the 0.708 threshold. Specifically, for the Socialization Exposure (X1) construct, the outer loadings were: ES1 = 0.789, ES2 = 0.739, ES3 = 0.747, ES4 = 0.818, ES5 = 0.797, and ES6 = 0.834. Similarly, indicators for Digital Literacy (LD1 = 0.914, LD2 = 0.920, LD5 = 0.764), Public Understanding (PM1 = 0.733 to PM5 = 0.886), and Complaint Participation (PP5 = 0.776, PP6 = 0.806, PP7 = 0.811) also exhibited high and statistically significant loadings ($p < 0.001$, based on bootstrapping analysis). These results confirm that all questionnaire items possess excellent reliability, ensuring that each construct is measured accurately and consistently.

Results and Discussions

Collinearity Statistics

The results of the collinearity statistics analysis in Table 2 show that all Variance Inflation Factor (VIF) values are below the general threshold of 5, indicating that there is no multicollinearity problem between variables in the structural model. The highest VIF value is found in the Community Understanding (Y1) path to Complaint Participation (Z) of 2,734, followed by Socialization Exposure (X1) to Complaint Participation (Z) of 2,533. Meanwhile, Digital Literacy (X2) shows a relatively low VIF for both Complaint Participation (Z) (1,170) and Community Understanding (Y1) (1,083), indicating that the variable does not have a high correlation with other independent variables. Overall, these results strengthen the validity of the model by ensuring that each predictor makes a unique contribution to the dependent variable.

Table 2.
Collinearity Statistics (Variance Inflation Factor - VIF)

Path	VIF
Literasi Digital (X2) -> Partisipasi Pengaduan (Z)	1.170
Literasi Digital (X2) -> Pemahaman Masyarakat (Y1)	1.083
Pemahaman Masyarakat (Y1) -> Partisipasi Pengaduan (Z)	2.734
Eksposur Sosialisasi (X1) -> Partisipasi Pengaduan (Z)	2.533

Heterotrait-Monotrait Ratio

The results of the Heterotrait-Monotrait Ratio (HTMT) analysis in Table 3 show that all HTMT values between constructs are below the threshold of 0.90, which is commonly used to assess discriminant validity, except between Socialization Exposure (X1) and Complaint Participation (Z) which has a value of 0.918. Although slightly exceeding the threshold, this value is still tolerable depending on the research context and the nature of the construct being measured. The other highest HTMT value is between Socialization Exposure (X1) and Community Understanding (Y1) of 0.860, which indicates a strong relationship but remains within the limits of discriminant validity. The HTMT value between Digital Literacy (X2) and other constructs is relatively low, such as with Complaint Participation (Z) of 0.244, which indicates good differentiation between constructs. Overall, these results support the discriminant validity of the model, with most of the relationships between constructs not showing conceptual redundancy problems.

Table 3.
Heterotrait-Monotrait Ratio (HTMT)

Construct	X1 (ES)	X2 (LD)	Y1 (PM)	Z (PP)
X1 (Eksposur Sosialisasi)				
X2 (Literasi Digital)	0.347			
Y1 (Pemahaman Masyarakat)	0.860	0.437		
Z (Partisipasi Pengaduan)	0.918	0.244	0.831	

Validity and Reliability Analysis

Table 4 presents the validity and reliability assessment for each construct, using Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE).

- Socialization Exposure (X1): Cronbach's Alpha = 0.878 and CR = 0.908 indicate excellent internal consistency, demonstrating that the indicators reliably capture the construct of socialization exposure. The AVE value of 0.621 confirms adequate convergent validity, as the construct explains over 60% of the indicator variance.
- Digital Literacy (X2): Cronbach's Alpha = 0.834 and CR = 0.902 reflect high reliability. The AVE of 0.755 indicates excellent convergent validity, showing that the indicators effectively represent the construct variance.
- Complaint Participation (Z): Cronbach's Alpha = 0.717 and CR = 0.840 suggest good reliability, slightly lower than the other constructs but still acceptable. The AVE of 0.637 exceeds the recommended threshold of 0.50, confirming adequate convergent validity.
- Community Understanding (Y1): Cronbach's Alpha = 0.893 and CR = 0.918 indicate very high reliability. The AVE of 0.653 further supports strong convergent validity, demonstrating that a substantial portion of the indicator variance is captured by the community understanding construct.

Overall, these results indicate that all constructs are measured reliably and possess sufficient convergent validity, providing confidence in the robustness of the measurement model.

Table 4.
Validity and Reliability

Construct	Cronbach's Alpha	Composite Reliability	AVE
Socialization Exposure (X1)	0.878	0.908	0.621
Digital Literacy (X2)	0.834	0.902	0.755
Complaint Participation (Z)	0.717	0.840	0.637
Community Understanding (Y1)	0.893	0.918	0.653

Direct Effect Analysis

Based on Table 5, the direct relationships among the variables were examined using Partial Least Squares (PLS) analysis. The significant paths are summarized as follows:

- Socialization Exposure (X1) → Community Understanding (Y1): Path coefficient (O) = 0.728, $t = 22.157$, $p < 0.001$. This indicates a strong and significant positive effect, suggesting that greater exposure to socialization activities enhances public understanding of the 'Dumas Presisi' service. This finding aligns with development communication theory, which emphasizes the critical role of socialization in improving literacy and public comprehension of government initiatives.
- Digital Literacy (X2) → Community Understanding (Y1): $O = 0.178$, $t = 5.169$, $p < 0.001$. The result demonstrates a significant positive effect, albeit weaker than socialization exposure, highlighting that digital literacy contributes to public understanding of the digital complaint system. This is consistent with digital literacy theory, which asserts that the ability to navigate and utilize technology directly influences access to and processing of public information.
- Community Understanding (Y1) → Complaint Participation (Z): $O = 0.326$, $t = 5.195$, $p < 0.001$. This significant positive relationship indicates that higher public understanding of 'Dumas Presisi' fosters greater participation in submitting complaints. This finding supports Arnstein's (1969) participation theory, which posits that comprehension is a prerequisite for meaningful citizen engagement in governance processes.
- Socialization Exposure (X1) → Complaint Participation (Z): $O = 0.520$, $t = 10.943$, $p < 0.001$. The analysis reveals a strong and significant direct effect, demonstrating that broader and more effective socialization efforts are associated with higher public participation in complaints. This underscores the strategic importance of public communication in

promoting institutional accountability, particularly within law enforcement organizations like the Indonesian National Police.

Table 5.
Direct Effect

Path	Original Sample	T-Statistic	p-value	Result
X1 (Socialization Exposure) -> Y (Community Understanding)	0.728	22.157	<0.001	Significant
X2 (Digital Literacy) -> Y (Community Understanding)	0.178	5.169	<0.001	Significant
Y (Community Understanding) -> Z (Complaint Participation)	0.326	5.195	<0.001	Significant
X1 (Socialization Exposure) -> Z (Complaint Participation)	0.520	10.943	<0.001	Significant

Mediating Effect Analysis

Based on Table 6, the indirect (mediated) relationships were examined using Partial Least Squares (PLS) analysis. The significant mediation paths are summarized as follows:

- Socialization Exposure (X1) → Community Understanding (Y1) → Complaint Participation (Z): Path coefficient (O) = 0.237, $t = 5.160$, $p < 0.001$. This significant mediation indicates that community understanding serves as a critical mechanism linking socialization exposure to complaint participation. Greater exposure to socialization activities enhances public understanding, which in turn increases citizens' propensity to submit complaints through 'Dumas Presisi'. This finding aligns with the two-stage communication theory and the elaboration likelihood model, both of which emphasize that comprehension is essential for transforming exposure into actionable behavior.
- Digital Literacy (X2) → Community Understanding (Y1) → Complaint Participation (Z): $O = 0.058$, $t = 3.306$, $p = 0.001$. This result confirms a significant mediating effect, demonstrating that community understanding functions as an important intermediary between digital literacy and complaint participation. Although the direct effect of digital literacy on participation is not significant, its indirect effect via enhanced public understanding suggests that digital literacy still plays a meaningful role in enabling citizens to comprehend and actively utilize digital public service platforms. This supports the notion that digital literacy strengthens citizens' capacity to process information and engage effectively with government services.

Table 6.
Indirect Effect

Path	Original Sample	T-Statistic	p-value	Result
X1 (Socialization Exposure) -> Z (Complaint Participation) -> Y1 (Community Understanding)	0.237	5.160	<0.001	Significant
X2 (Digital Literacy) -> Z (Complaint Participation) Y1 (Community Understanding)	0.058	3.306	0.001	Significant

The findings of this study indicate that socialization exposure is the most influential factor in enhancing public understanding and directly promoting complaint participation through the 'Dumas Presisi' platform. While digital literacy positively impacts public understanding, it does

not exert a direct effect on complaint participation. Importantly, public understanding serves as a significant mediator in the relationships between both socialization exposure and digital literacy on complaint participation.

These results underscore that improving public understanding is crucial for maximizing the effectiveness of the ‘Dumas Presisi’ application. Accordingly, the National Police should prioritize enhancing the quality and frequency of socialization initiatives and simultaneously strengthen citizens’ digital literacy. Such efforts are essential to foster active, informed, and sustained public participation in monitoring police services, thereby reinforcing transparency, accountability, and institutional trust.

Conclusions

The analysis indicates that exposure to socialization is the most influential factor in directly enhancing public understanding of ‘Dumas Presisi’ services and promoting complaint participation. The more intensive and well-structured the socialization efforts, the greater the public’s comprehension, which in turn increases their engagement in complaint submission. Digital literacy also exerts a significant positive impact on public understanding, although it does not directly influence complaint participation. Crucially, public understanding functions as an important mediator, implying that digital literacy indirectly supports complaint participation by first improving comprehension. Overall, enhancing public understanding is fundamental to strengthening the effectiveness and reach of the ‘Dumas Presisi’ application. Accordingly, the Indonesian National Police (Polri) should prioritize both improving the quality and reach of socialization efforts and enhancing public digital literacy to foster active and sustainable citizen participation in monitoring police services.

Recommendations

To maximize participation in the ‘Dumas Presisi’ complaint system, Polri is advised to:

- Intensify and enhance socialization efforts by delivering clear, engaging, and interactive content that reaches diverse segments of society, including the involvement of community leaders as facilitators.
- Strengthen digital literacy among the public through targeted education, accessible instructional guides, and responsive technical support, recognizing that digital proficiency directly influences public understanding.
- Promote transparency and trust by ensuring complete openness in complaint-handling processes, enforcing internal accountability, and communicating successful case resolutions. This approach will reinforce public confidence that complaints are addressed effectively and responsibly.

By implementing these measures, Polri can cultivate informed, empowered, and participatory citizens, ultimately enhancing institutional accountability and the overall effectiveness of digital complaint services.

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