

# Sexual Education Model in Indonesian Colleges: A Holistic Solution to Prevent Sexual Violence by Enhancing Bystander Role and Prosocial

Sri Wahyuni<sup>1\*</sup>, Siti Nurbayani<sup>1</sup>

<sup>1</sup>Universitas Pendidikan Indonesia

\*corresponding author e-mail: [swyuni@upi.edu](mailto:swyuni@upi.edu)

Article Info	Abstract
<p><b>Keywords:</b> Sexual Education Model; Bystander Role; Prosocial Attitude; Sexual Violence Prevention Strategies.</p>	<p>The college environment no longer solely concentrates on reviving efforts to treat and prevent sexual violence, but also promotes prevention as a preventive strategy through sexual education, which teaches students to maximize bystanders and cultivate prosocial attitudes. This study aims to examine the correlation between the sexual education model implemented on campus with bystander behavior (bystanders) and students' prosocial attitudes in dealing with situations of sexual violence. Using a quantitative correlational approach, this study involved 108 students (79 female, 29 male) from the Indonesian Education University, Bandung Institute of Technology, and Padjadjaran University who were selected through stratified random sampling techniques. Data were collected using a Likert scale questionnaire to measure the variables of the sexual education model (X), the role of bystanders (Y1), and prosocial attitudes (Y2). Data analysis used Pearson Product Moment correlation after the normality and linearity prerequisite tests were met. The results showed a positive and significant correlation between the sexual education model and bystander behavior (<math>r = 0.724</math>; <math>p &lt; 0.05</math>). A positive and significant correlation was also found between the sexual education model and prosocial attitudes (<math>r = 0.721</math>; <math>p &lt; 0.05</math>). These findings indicate that the sexual education model implemented in universities effectively contributes to increasing the active role of bystanders and fostering students' prosocial attitudes to prevent and respond to sexual violence. We regard the role of bystanders and prosocial attitudes in an incident of sexual violence as a holistic solution to sexual violence prevention, as they protect victims and prevent further sexual violence.</p>
<p><b>Article history:</b> <b>Received</b> 4 June 2025 <b>Revised</b> 12 June 2025 <b>Accepted</b> 9 July 2025 <b>Published</b> 24 July 2025</p>	

## Introduction

Gender-based sexual violence in colleges in countries around the world is becoming a serious global problem (Rudman *et al.*, 1995). According to a survey record by the Ministry of Education, Culture, Research, and Technology in July 2023, colleges ranked highest in sexual violence rates in Indonesia (niaga.asia.com, 2023). The data closely resembles the

complaints of sexual violence cases that the Women's Chamber received between 2015 and 2021, with 35% of these reports originating from colleges (Adi, 2023). The high rate of sexual violence cannot be reconciled with the precautionary measures that seem capable of suppressing the cases. This is caused by a strong power relationship (Wulandari & Krisnani, 2020) with a patriarchal culture, which instills fear in victims to report their cases (Wahyuni *et al.*, 2022), and a victim culture of blaming (Nurbayani & Wahyuni, n.d.). Consequently, an imbalance of power leads to women becoming targets and victims of sexual violence (Elindawati, 2021).

The university has undertaken various efforts to treat and prevent sexual violence in colleges, with one major strategy being sexual education. College is becoming a crucial space for discussing sexuality-related issues. Sexual education constructs the reality of sexual violence as no longer taboo and not a disgrace to the victims, particularly women. Regardless of the perpetrator, victims of sexual violence deserve justice. Both print and mass media socialize victims of sexual violence, and classrooms formalize it as a form of integration between education, research, and informal community service through seminars.

In addition to addressing sexuality issues, sex education in colleges must also impart an understanding of strategies for preventing sexual violence. One aspect involves comprehending the role of a bystander in a sexual violence incident, based on the belief that another individual witnesses sexual violence in a college setting and has the ability to step in either before, during, or after the incident, this understanding is crucial (Lyons *et al.*, 2022). Therefore, improving bystander comprehension of how to intervene in gender-based violence situations can help reduce incidents of related abuse (Pagani, 2022). Bystanders' role in preventing or intervening sexual violence is becoming increasingly important in efforts to protect victims and prevent further violence. Through a sexual education model approach, students continue to improve their understanding of bystander behavior as a measure of sexual violence prevention (Wahyuni *et al.*, 2023).

Bystander intervention is a prosocial behavior in which the individual is a victim of sexual violence (Eisenberg & Mussen, 1989). Generally, we treat bystander intervention as a monolithic construct, encouraging individuals to intervene and "do something" to prevent sexual violence. However, in the context of sexual violence, the bystander situation is more complex, encompassing a continuum of opportunities for individuals to take action, from emergency situations to low-risk opportunities to address sexist behavior that supports sexual violence (McMahon *et al.*, 2015). The concept of bystander intervention is complex and encompasses a range of opportunities for individuals to take action (Eisenberg & Mussen, 1989; Sears *et al.*, 1999). Therefore, the focus of this research is on how Indonesian universities socialize sexual education for students, and whether the applied model of sexual education is effective in enhancing the bystander role and prosocial attitude of students. This can serve as a holistic solution in the effort to prevent sexual violence on campus.

Evaluations of bystander intervention education programs demonstrate that this approach results in students' increased willingness to intervene in prosocial ways to prevent

sexual violence (McMahon *et al.*, 2015). Though theories and research on student development raise questions about the optimal time for students to receive bystander training, these programs often target first-year college students (McMahon *et al.*, 2015). Some authors argue that bystander intervention is more effective for older secondary school students, while other researchers emphasize that traditional-aged students in their early college years prioritize forming new relationships, a developmental stage that could complicate the bystander role of confronting or challenging peers (McMahon *et al.*, 2015). Current efforts to reduce sexual violence on college campuses underscore the role of engaging men in prosocial bystander behavior, and data indicates that men who engaged in heavy drinking reported lower prosocial bystander attitudes compared with men who did not engage in such behavior, mediated by their perception of their peers' approval for sexual aggression, their own comfort with sexism, and engagement in coercive sexual behavior (Orchowski *et al.*, 2016).

While Australian research, policy, and programs increasingly focus on harnessing bystander action as part of a holistic plan to address and prevent violence against women, including sexual violence, there are some unresolved challenges and issues in their implementation (Powell, 2014). The prevalence of sexual violence on college campuses requires institutional action (Fleming & Heisterkamp, 2015). This underscores the significance of educating bystanders to enhance their understanding of intervening effectively. Sexual education for bystanders also minimizes situations such as fear of being judged or judged, and fear of accountability, which can lead to a lack of effort in assisting or influencing social behavior (Nur Fadilah & Ansyah, 2022).

The phenomenon of sexual violence on campus demands preventive strategies that are not only reactive but also proactive in shaping a safe culture. The role of active bystanders and the prosocial attitudes of students are believed to be important pillars in these prevention efforts. Therefore, this research specifically focuses on examining how existing sexual education models can effectively contribute to both the role of student bystanders and the prosocial attitudes of students by exploring the extent of their contributions.

This study is indeed in line with the global consensus from researchers such as McMahon *et al.* (2015), who emphasize the importance of the bystander's role in preventing sexual violence. However, this is where its uniqueness begins to emerge, as this research crucially fills a significant gap by testing this model outside the Western context, namely in Indonesia, where cultural challenges such as patriarchy and victim-blaming pose real obstacles. Its main novelty lies in the analysis of a holistic prevention model that grows organically from local needs, which includes socialization, area mapping, and bystander education, rather than merely implementing imported standard programs. This culturally tailored model offers a practical and adaptive framework. Furthermore, its theoretical uniqueness is evident in the integration of Michel Foucault's critical thinking framework to explain how sexual education functions as a "technology of power" that shapes students into subjects aware of their social roles, an approach rarely found in quantitative studies. Ultimately, the most significant contribution of this research is the presentation of strong

empirical evidence that this model is effective amidst existing cultural challenges, while also demonstrating that its effectiveness varies between institutions, highlighting the importance of a context-sensitive approach in addressing the issue of sexual violence globally.

## **Research Method**

Methods contain the design, size, criteria, and method of sampling, instruments used and collection procedures, processing, and data analysis. When using a questionnaire as an instrument, explain the contents briefly and to measure which variables. The validity and reliability of the instrument must also be explained. In experimental research or interventions, it is necessary to explain the intervention procedure or treatment provided. In this section, it must explain how research ethics approval is obtained and the protection of the rights of the respondents imposed. Data analysis using a computer program does not necessarily mention details of the software if it is not original software. For qualitative research, this section needs to explain how research safeguards the validity of the data obtained. The method section is written briefly in two to three paragraphs with a maximum of 600 words.

We use quantitative research approaches to examine the correlation between sexual education models with bystander behaviors and prosocial behavior. The study's respondents were 108 people, 79 women and 29 men. Respondents were from three different universities: 47 from the Indonesian University of Education, 19 from the Bandung Institute of Technology, and 42 from Padjajaran University. We use stratified random sampling techniques to select respondents who are active students from the three universities and have received sexual education on their respective campuses. This technique enables the stratification of respondents into university-based layers, ensuring a proportionate representation of each layer in the research sample.

## **Measures**

### **1. Material and Procedure**

The researchers made a questionnaire with 19 questions about sexual education models (X), the role of bystanders (Y1), and prosocial attitudes (Y2) when faced with sexual violence. The purpose was to find out how well these models work at improving bystander roles and promoting prosocial attitudes.

- **Dependent Variable: Sexual Education Model Instruments (X)**

The sexual education model in the study covers a wide range of important aspects that are applied on campus, including appreciation of student morality, the implementation of an IMS (sexually transmitted infection) prevention approach through ABCDE (abstinence, be faithful, condoms, drugs, and education) strategies, and the inclusion of sexual education that reaches all social groups on campus. Campuses also encourage sex education to foster innovation, incorporate it into a comprehensive curriculum, and tailor it to the community's cultural context. In addition, this education is designed to provide applicative knowledge relevant to

students daily lives as well as enhance understanding of sexual and reproductive rights.

- Independent Variable: Bystander Role Instruments (Y1)

In this study, the bystander role instrument assesses how sex education on campus is designed to nurture bystander behavior in students. It includes the provision of skills and knowledge to shape bystander behaviour, an understanding of the timing and methods of intervention in sexual violence situations, as well as information on protection and solutions to sexual violence.

- Independent Variable: Instruments of Prosocial Attitude (Y2)

In this study, the Instruments of Prosocial Attitude evaluated how sex education on campus plays a role in fostering empathy for victims of sexual violence, supporting students' ability to make personal choices, and developing their personal value structures.

For analysis purposes, use a model of the Likert scale consisting of 5 scales (Riduan A.R., 2010), with the following codes: highly agree = 5, agree = 4, neutral = 3, disagree = 2, and highly disagree = 1.

## 2. Data Analysis

Instrument validity testing uses product moment correlation, while instrument reliability uses internal consistency through Alpha testing with valid and reliable instrument results. Prior to conducting a hypothetical test to assess the effectiveness of a sexual education model, the researchers conducted a normality test and a linearity test to validate their assumptions and prevent any deviation from the truth. The data showed a normal distribution, with results from the Model of Sexual Education (X) at 0.131, Bystander Behavior (Y1) at 0.137, and Prosocial Attitude (Y2) at 0.159. All calculations from the Kolmogorov-Smirnov normality test were greater than 0.05. tests using the linearity test Deviations from linearities have a linear relationship with a result of 0.301 (X and Y1) and 0.577, respectively.

After the prerequisite test, the analysis is carried out and meets the requirements for the hypothetical test using product moment analysis with a significance value of  $p < 0.05$  (Purba & Purba, 2022). Given that the product moment test 0.01 yields a p-value of less than 0.05, we can infer a correlation between the sexual education model (X) and bystander behavior (Y1), which has a Pearson correlation value of 0,724, and between the sex education model (X) and prosocial attitude (Y2), which has a Pearson correlation value of 0,721. Based on this, we can conclude that the university's sexual education model effectively enhances the role of bystanders and fosters prosocial attitudes in students confronting incidents of sexual violence.

## 3. Research Ethics Procedure

We conduct this research with ethical principles to ensure the well-being and protection of the rights of respondents and associated institutions. All participants, both respondents and associated institutions, were given complete information about the purpose of the research, the procedures to be carried out, as well as their rights as participants, including the right to withdraw from the research at any time without any



consequences. We obtain informed consent orally from each respondent before initiating data collection. We keep the respondent's data confidential and process it anonymously to safeguard the individual's identity. Additionally, the researchers made sure to clearly deliver the sexual education material, the role of the bystander, and the prosocial attitudes used in the study, ensuring the respondents' comfort. The researchers used an inclusive approach to respect the participants' diverse cultural, social, and gender backgrounds.

## Results and Discussions

### Results

For these adults, sexual education encompasses not only physical body education (Calgarotto, n.d.), but also a constant evolution in sexuality issues, fostering awareness, appreciation, and rejection of taboo and prejudice. The author's 2022 study in the University of West Java Region, Indonesia, revealed victims' reluctance to report sexual violence incidents (Idi, 2022; Hanifah, 2023). This reluctance stems from the environment's lack of empathy towards the victims and the strong patriarchal values that perceive sexual violence as a shame, leaving the victim vulnerable to retaliation (Separen, 2023). By 2023, researchers dug deeper into the prosocial attitude that enables bystanders to intervene in sexual violence events.

**Table 1.** Descriptive data for research variables

	N	Mean	Standard Deviation	Skewness	Std. Error Skewness	Kurtosis	Std. Error Kurtosis
<b>Gender</b>	108	1.73	0.445	-1.059	0.233	-0.895	0.461
<b>University</b>	108	2.25	0.750	-0.448	0.233	-1.095	0.461
<b>Sexual Education Model</b>	108	27.08	4.115	-0.730	0.233	1.473	0.461
<b>Bystander Role</b>	108	25.06	3.424	-0.640	0.233	1.094	0.461
<b>Prosocial Attitude</b>	108	24.44	3.198	-0.496	0.233	0.818	0.461

The Bandung Institute of Technology (ITB), Padjajaran University (UNPAD), and Indonesian University of Education (UPI) emphasize the increased role of bystanders in intervention by encouraging prosocial attitudes of students when faced with sexual violence. Student satisfaction with sexual education is generally in high categories based on crosstab correlation analysis (table 2).

**Table 2.** Presents the grade of student satisfaction in the implementation of the sexual education model, taking into account bystander behavior and prosocial attitude, based on university origin.

	Low			Medium			High		
	ITB	UNPA	UPI	ITB	UNPAD	UPI	ITB	UNPAD	UPI
<b>Sexual Education Model</b>	0.9%	0	0	3.7%	4.6%	2.8%	13.9%	33.3%	40.7%
<b>Bystander Role</b>	0.9%	0	0	1.9%	0.9%	4.3%	15.7%	37%	41.7%
<b>Prosocial Attitude</b>	1.9%	1.9%	4.3%	16.7%	36.1%	41.7%	18.5%	38%	43.5%

The test results validated the hypothesis, demonstrating a positive impact of sexual education (X) on enhancing the role of bystander (Y1) and prosocial attitude (Y2) students. The test yielded results of 0.724 and sig. 001 (X versus Y1) and 0.721, sig. (X versus Y2). Both results showed that the better sexual education students received, the greater their tendency to engage in prosocial actions and act as active bystanders. Furthermore, we evaluated the significance of the overall regression model, which connects sexual education with bystander roles and student prosocial attitudes jointly through Test-F. The results showed that sexual education, as an overall independent variable, significantly influences both dependent variables, namely student bystander roles and prosocial attitudes. In other words, this model is reliable in explaining how sexual education can affect student behavior and prosocial attitudes in the academic environment.

The researchers used a determination coefficient test to determine the magnitude of the impact, and the results showed that sexual education had a 52.5% influence on bystander roles and a 51.9% influence on prosocial attitudes (table 3). It shows that sexual education has a rather significant but not dominant influence in shaping student bystander behavior and prosocial attitudes. Both fall into the middle category, indicating that while sexual education plays a significant role, other factors also influence students' behavior and attitudes when they encounter sexual violence in a university setting.

**Table 3.** Shows how sexual education significantly improves bystander roles and student prosocial attitudes through determination coefficient testing.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 <sup>a</sup>	.525	.520	2.371
2	.721 <sup>a</sup>	.519	.515	2.228

a. Predictors: (Constant), Sexual education model

Overall, sexual education makes a substantial contribution to shaping student behavior and attitudes, but this level of influence varies when viewed based on the university of origin of the respondents (tabel 4).

**Table 4.** Presents the significant contributions obtained from determination coefficient tests at each university.

University	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
UPI	1	.647 <sup>a</sup>	.418	.405	2.120
	2	.632 <sup>a</sup>	.400	.387	1.864
UNPAD	1	.604 <sup>a</sup>	.371	.355	2.599
	2	.772 <sup>a</sup>	.596	.585	2.085
ITB	1	.916 <sup>a</sup>	.840	.830	1.967
	2	.746 <sup>a</sup>	.556	.530	3.006

a. Predictors: (Constant), Sexual education model

1. Dependent variable: Bystander role

2. Dependent variable: Prosocial Attitude

The guidelines used to measure how well a regression model can explain variations in dependent variables generally guide the interpretation of the determination coefficient ( $R^2$ ):  $R^2 = 0.30$  in the low category,  $0.30$  in the medium category, and  $R^2 = 0.60$  in the high category. (Hair., Black., Babin., & Anderson, 2019). To understand the strength of the relationship between independent and dependent variables at each university, we express this value ( $R^2$ ) in percentages as follows (table 5).

**Table 5.** Percentage and level of contribution of sexual education (X) in improving bystander (Y1) and prosocial attitude (Y2) in each university

University	Variabel Dependent	Contributions Percentage	Interpretation Level
UPI	Bystander Role	41.8%	Medium
	Prosocial Attitude	40%	Medium
UNPAD	Bystander Role	59.6%	Medium
	Prosocial Attitude	37.1%	Medium
ITB	Bystander Role	84 %	High
	Prosocial Attitude	55.6%	Medium

Overall, these findings suggest that sexual education has a moderate to strong influence on increased bystander roles and student prosocial attitudes in the three institutions, although there are variations in the magnitude of influence between universities.

## Discussion

**What is the influence of the Sexual Education Model in enhancing the understanding of the role of the bystander? How does power discipline students to become active bystanders in the college context?**

The results of the correlation tests between sexual education models (moral, sexual health, and gender equality) showed that they helped students learn more about the role of bystanders in sexual violence ( $p=0.724$ , sig..001), with high percentage correlations in all three universities. (tabel 3). The model of sexual education effectively builds awareness of the role of bystanders and encourages students to be proactive in the prevention of sexual violence. Students are able to ignore signs of sexual violence and conduct effective interventions, making them more motivated to participate actively in building a campus culture free from sexual violence.

The study's correlation suggests that college sexual education significantly shapes students' prosocial behavior. This aligns with Foucault's theory, which posits that power not only shapes disciplined and socially conforming individuals, but also incites resistance against unfair forms of power. The establishment and formation of individual subjectivity in society, particularly in higher education institutions, involves this process. Foucault emphasized that power operates not only through repressive actions but also through discursive practices that shape individual knowledge and behavior. We can understand



sexual education as a form of "power technology" that disciplines students' bodies and minds, transforming them into subjects aware of their social role as bystanders.

In this context, sexual education not only provides information, but also forms new norms related to the behavior expected of students when acting as bystanders. This education serves as a tool to strengthen existing social dominance but also opens up space for resistance and change. Education serves as a tool to reinforce existing social dominance, while also creating space for resistance and change (Lyons *et al.*, 2022). Power operates through a network of relationships, and in this case, relationships between students, teachers, and educational institutions reflect the complex dynamics of power. As part of institutional policy, sexual education in colleges not only aims to regulate student behavior but also empowers them to combat sexual violence. As a result, this model of sexual education not only shapes bystander understanding and behavior, but also creates more critical and responsive subjects to the problem of sexual violence in colleges.

### **The Influence of Sexual Education Models on Student Prosocial Attitudes: Foucault's Perspective on Power and Discipline in Higher Education**

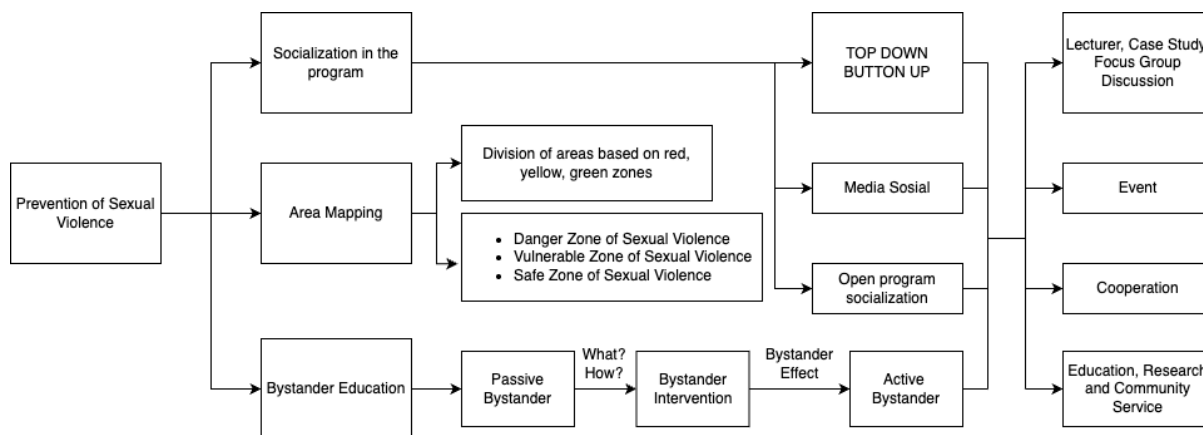
The results demonstrate that the sexual education models, which focus on moral aspects, sexual health, and gender equality, positively impact students' prosocial attitudes, which include aspects of empathy, self-esteem, and community standards. This influence is demonstrated by a score of sig.001 and a Pearson Correlation of 0.721, indicating a high category at the percentage correlation rate (tabel 3). The positive correlation between the sexual education model and cultivating prosocial attitudes indicates that having effective sexual education can significantly contribute to shaping prosocial attitudes among students. This means that the stronger and more focused the sexual education model applied, the more empathic the student will be that cares, responds, and is proactive in the case of sexual violence. The sexual approach models used by UNPAD, ITB, and UPI effectively provide students with an understanding of not only the issues of sexual abuse and its impact on the victim, but also develop greater empathy to prevent sexual violence from occurring.

The role of sex education in college in shaping student prosocial behavior does not directly align with Foucault's thinking about power and discipline. The power exercised through disciplinary mechanisms is capable of producing individuals who are obedient and useful to the system in force. However, discipline can also provoke resistance to forms of power that are considered unfair (Hidayah *et al.*, 2023). Meanwhile, the social environment, among other factors, can influence an individual's ability to empathize and be sincere in helping others, a trait known as prosocial behavior (Mulyono, 2019; Permadi, 2018).

Students use sexual education as a tool to regulate their behavior, understanding the impact of sexual violence on victims and motivating them to take action to prevent it. In this regard, universities such as UNPAD, ITB, and UPI act as agents of power by promoting morality, sexual health, and gender equality through sexual education. This process not only educates students about sexual violence issues, but also forms them into more empathic and proactive individuals in combating sexual violence.

## How is the model of sexual education being done in Indonesia as a preventive effort against sexual violence in colleges?

The model of sexual education conducted at Padjajaran University (UNPAD), Bandung Institute of Technology (ITB), and Indonesian University of Education (UPI) as a form of preventive strategy for sexual violence is based on three main approaches: socialization, area mapping, and bystander education. The pattern is described as follows:



**Figure 1.** Approaches to sexual education in colleges (Source: Processed by Researchers, 2023)

The first approach, which involves socialization, aims to identify various forms of prevention and treatment for cases of sexual violence in campus environments (Rohima *et al.*, 2023). ITB, UPI, and UNPAD implement socialization strategies through campus policies that are both top-down and bottom-up. These strategies encourage students to engage in open and inclusive discussions about topics such as sexual health, gender identity, and gender equality, as well as student morality (Saragih *et al.*, 2023; Sopyandi & Sujarwo, 2023). Area mapping, the second approach, categorizes specific areas into red, yellow, and green zones based on the high incidence of sexual violence in campus environments. This approach facilitates the formulation of strategies tailored to the unique context of the institution or society that conducts sexual education.

The third approach involves educating potential bystanders, such as students, who have the potential to prevent sexual violence. Through this time, bystanders have refused to play an important role in stopping sexual violence by taking action to intervene (Lyons, Brewer, Bogle, *et al.*, 2022; Isada, 2021). Students at ITB, UPI, and UNPAD can enhance their role in preventing sexual violence by incorporating bystander education into their sexual education. Teaches students to identify signs of sexual violence, acquire effective communication skills, and provide safe support to victims (McMahon, 2024).

By combining these three approaches, ITB, UPI, and UNPAD can create a holistic and sustainable model of sexual education. This model will not only enhance students' understanding of bystander roles and prosocial attitudes but will also foster a safe and inclusive campus environment.

## Conclusions

In colleges, sexual education models, especially at the Bandung Institute of Technology (ITB), Padjajaran University (UNPAD), and Indonesian Educational University (UPI), have proven effective in enhancing the role of bystanders and prosocial attitudes of students in preventing sexual violence. ITB, UPI, and UNPAD can construct a comprehensive and sustainable model of sexual education by merging top-down and bottom-up socialization approaches, stratifying campus areas based on the prevalence of sexual violence, and educating students through bystander education. These models emphasize morality, sexual health, and gender equality, which significantly increases student awareness and participation in educational activities. Good sexual education also helps students become more prosocial and empathic, although this impact varies between universities.

People view sexual education as a tool of power that disciplines students and guides them to conform to desired social norms. This model of sexual education raises awareness of bystander roles and student prosocial attitudes. Besides, this model helps create a safe and open campus environment for everyone. Sexual violence prevention strategies include socialization, which informs the entire academic community about how to prevent sexual violence. We carry out area mapping to identify high-risk areas and implement appropriate preventive measures. Bystander education teaches students how to deal with potential sexual violence situations and provide safe and empathic support to victims. ITB, UPI, and UNPAD employ this strategy to enhance campus awareness, responsiveness, and safeguard against sexual violence.

## References

- Ahdiat, Adi. (2023). *Kampus, Lingkungan Pendidikan dengan Kekerasan Seksual Terbanyak*. Tersedia pada link <https://databoks.katadata.co.id/datapublish/2023/12/20/kampus-lingkungan-pendidikan-dengan-kekerasan-seksual-terbanyak> , tanggal akses 14 Agustus 2024.
- Calgarotto, VM (nd). *Seksualitas dan Pendidikan Seks: Prioritas dalam Pelatihan Remaja*. 04, 474–509.
- Eisenberg, N., & Mussen, H. (1989). *Akar perilaku prososial pada anak-anak*. Cambridge University.
- Elindawati, R. (2021). Perspektif Feminis dalam Kasus Perempuan sebagai Korban Kekerasan Seksual di Perguruan Tinggi. *Al-Wardah: Jurnal Kajian Perempuan, Gender Dan Agama*, 15(2), 181–193. <https://doi.org/10.46339/al-wardah.xx.xxx>
- Fleming, W. M., & Heisterkamp, H. A. (2015). Cultivating partnerships: A case study for moving beyond campus-centric approaches to sexual violence prevention. *EJournal of Public Affairs*, 42(2), 62-88.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis* (8th ed.). Cengage Learning.

- Hanifah, A. N. H. (2023). Faktor Pemicu Dan Konsekuensi Pelecehan Seksual Di Lingkungan Perguruan Tinggi. *Edu Sociata (Jurnal Pendidikan Sosiologi)*, 6(2), 959–968. <https://doi.org/10.33627/es.v6i2.1555>
- Hidayah, N., Nuro, P., Safia, A., Syahira, N., & Hamdani, I. (2023). Filsafat Ilmu: Epistemologi Post-strukturalisme Dalam Menjelajahi Kekuasaan, Pengetahuan Dan Kebenaran. *Jurnal Multidisiplin West Science*, 2(06), 422-432.
- Idi, A. (2022). Analisis Relasi Kuasa Michel Foucault : Studi Kasus Fenomena Kekerasan Seksual di Perguruan Tinggi. 11. <https://doi.org/10.19109/intelektualita.v11i1.11117>
- Isada, Y. (2021). A Bystander Behaviour Model in bullying situations. 2010, 55–67. <https://doi.org/10.33422/10th.hps.2020.03.75>
- Lyons, M., Brewer, G., Castro Caicedo, J., Andrade, M., Morales, M., & Centifanti, L. (2022). Barriers to sexual harassment bystander intervention in Ecuadorian universities. *Global Public Health*, 17(6), 1029–1040. <https://doi.org/10.1080/17441692.2021.1884278>
- Lyons, Brewer, & Castro Caicedo, *et al.* (2022). *Understanding Bystander Behavior in Sexual Violence*.
- McMahon, S. (2024). How Helpful Is Bystander Intervention? Perspectives of Dating and Sexual Violence Survivors. *Violence Against Women*, 30(2), 575–597. <https://doi.org/10.1177/10778012221117596>
- McMahon, S., Banyard, V.L., & McMahon, S.M. (2015). Incoming College Students' Bystander Behaviors to Prevent Sexual Violence. *Journal of College Student Development* 56(5), 488-493. <https://dx.doi.org/10.1353/csd.2015.0050>
- Mulyono, S. A. (2019). *Hubungan Persepsi Kesusakan Dengan Perilaku Prososial Pada Mahasiswa Yang Tinggal Di Lingkungan Padat* (Doctoral dissertation, Universitas Brawijaya).
- Niaga.asia.com. 2023. Kekerasan Seksual Paling Banyak Terjadi di Perguruan Tinggi. Tersedia pada link <https://www.niaga.asia/kekerasan-seksual-paling-banyak-terjadi-di-perguruan-tinggi/>, Tanggal akses 3 April 2024.
- Nur Fadilah, I., & Ansyah, E. H. (2022). The Relationship Between The Bystander Effect and Prososial Behavior in Students Of The Faculty Of Psychology And Educational Sciences At University. *Academia Open*, 7, 1–12. <https://doi.org/10.21070/acopen.7.2022.5196>
- Nurbayani, S., & Wahyuni, S. (n.d.). *Victim Blaming In Rape Culture: Narasi Pemakluman Kekerasan Seksual di Lingkungan Kampus*.
- Orchowski, L. M., Berkowitz, A., Boggis, J., & Oesterle, D. (2016). Bystander Intervention Among College Men: The Role of Alcohol and Correlates of Sexual Aggression. *Journal of Interpersonal Violence*, 31(17), 2824-2846. <https://doi.org/10.1177/0886260515581904>
- Pagani S, Hunter SC, Elliott MA. Bystander intervention among secondary school pupils: Testing an augmented Prototype Willingness Model. *Br J Soc Psychol*. 2022 Oct;61(4):1221-1244. doi: 10.1111/bjso.12534. Epub 2022 Mar 23. PMID: 35322436; PMCID: PMC9790461.
- Permadi, S. E. (2018). *Disiplin menurut Michel Foucault dalam karya Discipline And Punish: The Birth Of The Prison* (Doctoral dissertation, Widya Mandala Catholic University Surabaya).

- Powell, A. (2014). *Bystander approaches: Responding to and preventing men's sexual violence against women*.
- Purba, D., & Purba, M. (2022). Aplikasi Analisis Korelasi dan Regresi menggunakan Pearson Product Moment dan Simple Linear Regression. *Citra Sains Teknologi*, 1(2), 97–103.
- Riduan A.R. (2010). *Data dalam Analisis Data Statistika*. Alfabeta.
- Rohima, S., Saleh, S., & Pertiwi, R. (2023). Sosialisasi Pencegahan dan Penanganan Kekerasan Seksual Pada Perguruan Tinggi di Kota Palembang. *Sricommerce: Journal of Sriwijaya Community Services*, 4(1), 49–60. <https://doi.org/10.29259/jscs.v4i1.113>
- Rudman, L. A., Borgida, E., & Robertson, B. A. (1995). Suffering in Silence: Procedural Justice Versus Gender Socialization Issues in University Sexual Harassment Grievance Procedures. *Basic and Applied Social Psychology*, 17(4), 519–541. [https://doi.org/10.1207/s15324834basp1704\\_6](https://doi.org/10.1207/s15324834basp1704_6)
- Saragih, O. K., Yanur, M., & Silalahi, J. N. (2023). Sosialisasi dan Edukasi Peran Satuan Tugas Pencegahan dan Penanganan Kekerasan Seksual (SATGAS PPKS) Terhadap Resiliensi Mahasiswa Korban Kekerasan Seksual di Universitas Palangka Raya. *Jurnal Masyarakat Madani Indonesia*, 2(4), 510–521. <https://doi.org/10.59025/js.v2i4.177>
- Sears, D., Freedman, L., & Peplau, L. (1999). *Psikologi Sosial*. Erlangga.
- Separen, S. (2023). Bentuk Pelindungan Terhadap Korban, Pendamping Korban, Dan Saksi Kekerasan Seksual Di Lingkungan Perguruan Tinggi. *Petita*, 5(1), 15–24. <https://doi.org/10.33373/pta.v5i1.5525>
- Sopyandi, S., & Sujarwo, S. (2023). Kekerasan Seksual di Lingkungan Pendidikan dan Pencegahannya. *Journal Pendidikan Ilmu Pengetahuan Sosial*, 15(1), 19–25. <https://doi.org/10.37304/jpips.v15i1.9448>
- Wahyuni, S., Nurbayani, S., Kesumaningsih, I., & Hargono, D. (2022). Korban Dan/Atau Pelaku: Atribusi Victim Blaming pada Korban Kekerasan Seksual Berbasis Gender di Lingkungan Kampus. *Brawijaya Journal of Social Science*, 2(01), 1–17. <https://doi.org/10.21776/ub.bjss.2022.002.01.1>
- Wahyuni, S., Nurbayani, S., Komariah, S., & Rahayu, T. (2023). Demistifikasi Seksualitas Melalui Model Pendidikan Seksual, Peran Bystander dan Media: Suatu Tantangan Gender dan Pembangunan. *Sosietas*, 13(2), 189–198. <http://dx.doi.org/10.17509/sosietas.v13i2.65234%0Ahttps://ejournal.upi.edu/index.php/sosietas/article/viewFile/65234/25613>
- Wulandari, E. P., & Krisnani, H. (2020). Dalam Kekerasan Seksual Terhadap Perempuan Sebagai Dampak Kekeliruan Atribusi The Tendency Of Victim-Blaming In Sexual Violence Against Women As The Impact Of Attribution Error. *Social Work Journal*, 10(2), 187–197. <https://doi.org/10.24198/share.v10i2.31408>