JSSER
www.jsser.org

Journal of Social Studies Education Research

Sosyal Bilgiler Eğitimi Araştırmaları Dergisi

2026:17 (1), 228-255

Strengthening Campus Governance to Prevent Sexual Violence: A Digital Institutional Model for Indonesian Higher Education Institutions

Suardi[1], Rahmat Nur[2], Nursalam[3], Herdianty Ramlan[4], Indah Ainun Mutiara[5] & Hasruddin Nur[6]

Abstract

Sexual violence in higher education remains a pervasive challenge, even in the wake of substantial regulatory reforms, thus highlighting the urgent need for institutional models capable of translating policy into transparent, auditable practices that prioritize survivor safety and support. This study was designed to develop and empirically evaluate a digital institutional governance model intended to strengthen both the prevention and response mechanisms for sexual violence within Indonesian universities. Employing a sequential explanatory mixed-methods approach, the research combined a comprehensive survey of 732 stakeholders—encompassing students, faculty, administrative staff, and task force members—to assess the adoption and perceived impact of nine core digital governance components, with in-depth qualitative interviews and focus group discussions involving 30 key informants to further explore institutional readiness, task-force mediation, and user experience. The results demonstrated widespread acceptance of digital governance initiatives and a moderate yet meaningful level of model fit ($R^2 = 0.403$). Notably, interactive, service-oriented features—such as confidential e-counseling platforms, bidirectional feedback channels, and cross-unit digital dashboards—were found to exert the most substantial influence on institutional effectiveness, while static informational tools yielded only marginal effects. Overall, the effectiveness of digital governance systems was contingent upon institutional readiness and the capacity of dedicated task forces to mediate and operationalize policies into everyday practice. The principal contribution of this study lies in its integration of socio-technical and institutional frameworks, resulting in a coherent, auditable model that directly links digital interventions to institutional accountability and survivor protection. The validated governance architecture and construct-aligned evidence base produced by this research offer a replicable foundation for reform in higher education settings across the Global South, thereby informing both university administrators and policymakers on strategies to enhance safe access, build implementer capacity, and institute robust performance monitoring mechanisms.

Keywords: *Campus safety, digital governance, higher education institutions, institutional accountability, sexual violence prevention*

[1] *Dr. Universitas Muhammadiyah Makassar, Indonesia.* suardi@unismuh.ac.id
[2] *Dr. Universitas Lambung Mangkurat, Indonesia.* rahmat.nur@ulm.ac.id
[3] *Dr. Universitas Muhammadiyah Makassar, Indonesia.* nursalam.h@unismuh.ac.id
[4] *Dr. Universitas Muhammadiyah Makassar, Indonesia.* herdianty@unismuh.ac.id
[5] *Dr. Universitas Muhammadiyah Makassar, Indonesia.* indahainun@unismuh.ac.id
[6] *Dr. Universitas Negeri Makassar, Indonesia.* hasruddin.nur@unm.ac.id

Introduction

Sexual violence in higher education constitutes a persistent and complex public health and institutional crisis, undermining campus safety, student well-being, academic achievement, and trust in university authorities across cultural and regulatory contexts. Robust global evidence demonstrates that the prevalence and harms of sexual violence are driven by intersecting structural and cultural factors—including entrenched gender inequality, heteronormative norms, and institutional inertia—which profoundly influence disclosure patterns, help-seeking behaviours, and recovery trajectories, especially among women, LGBTQIA+ communities, international students, and other minoritized groups (Akram & Yasmin, 2023; Jones & Patel, 2023; Kasa, 2025; LaRosa et al., 2024; Neves et al., 2023). Communication ecologies, including social media and campus-based campaigns, further mediate perceptions and stigma surrounding sexual violence; however, the evidence is mixed, with some campaigns yielding positive impacts on knowledge and empathy, and others provoking resistance or backlash among youth if messages are not contextually appropriate (Lee et al., 2023a; Nicolla & Lazard, 2023a). To counteract institutional betrayal, procedural barriers, and social stigma, there is a global shift toward survivor-centered, trauma-informed responses that emphasize confidentiality and culturally responsive support services (Anderson et al., 2023; Dolan et al., 2024; Isaac et al., 2024). Meta-analyses and campus climate research further reveal that institutional characteristics, peer cultures, and policy enforcement are critical determinants of both risk and resilience, reinforcing the need for comprehensive governance, prevention, and accountability systems (Compton et al., 2024).

Recent technological advances have generated new modalities for prevention and support, ranging from mobile applications and text-based hotlines to digital dashboards for case tracking and policy monitoring. Despite these innovations, digital interventions often suffer from inconsistency in accessibility, theory of change, and accountability; without survivor-centered design and robust governance structures, digital solutions may be tokenistic and ineffective (Cookson et al., 2023; Lee & Lee, 2024; Wood et al., 2023). In the Indonesian context, legal reforms and sectoral guidelines now mandate survivor-oriented approaches in higher education, providing an opportunity to institutionalize prevention and response mechanisms. Nevertheless, significant gaps remain in capacity building, inter-unit coordination, and inclusive implementation (Nengyanti et al., 2024; Riwanto et al., 2023; Siregar & Prihatini, 2024). Comparative research from Australia and Aotearoa New Zealand highlights the effectiveness of whole-of-institution strategies,

transparent monitoring, and meaningful student engagement, underscoring critical lessons for governance reform in Indonesia (Edwards et al., 2023; McCall et al., 2024; Vrankovich et al., 2024). Together, the literature affirms the urgency of digital, accountable, and inclusive campus governance capable of addressing sexual violence with measurable impact.

Despite ongoing policy initiatives, three core institutional challenges persist. First, governance structures in universities are frequently fragmented, with overlapping mandates and inconsistent procedures that lead to unpredictable responses and disconnects between policy intent and operational practice (Riwanto et al., 2023). Second, digital infrastructure—such as e-reporting platforms, e-counseling services, and digital feedback channels—often remains partial, siloed, or underutilized, thereby constraining both the visibility and responsiveness of support systems (Compton et al., 2024; Lee & Lee, 2024). Third, accountability mechanisms are commonly characterized by limited real-time monitoring, the absence of accessible performance metrics, and insufficient survivor-informed auditing, thus impeding organizational learning and eroding institutional trust (Anderson et al., 2023; Cookson et al., 2023). These shortcomings particularly disadvantage marginalized groups, including transgender and gender-diverse students as well as international students, who face compounded vulnerabilities and structural barriers to justice (Gartner et al., 2023; Tran et al., 2024). Furthermore, broadly targeted communication campaigns may inadvertently engender resistance among certain campus subgroups unless tailored and formatively evaluated, accentuating the necessity of evidence-based, context-sensitive engagement strategies (Bolton et al., 2024; Nicolla & Lazard, 2023a).

Internationally recognized solutions emphasize multi-level prevention frameworks integrated with survivor-centered response mechanisms—featuring clear mandates for institutional task forces, standardized policy regimes, curriculum-based education, and coordinated referral systems anchored by digital tools. Empirical research underscores that campus climate surveys, if systematically implemented, provide essential diagnostics and feedback to drive institutional change, while youth–adult partnerships and bystander intervention programs can shift campus norms toward greater safety (Compton et al., 2024; Edwards et al., 2023; Schipani-Mclaughlin et al., 2024). Digital mechanisms—including mobile platforms for reporting and counseling, SMS/chat hotlines, and case-tracking systems—reduce barriers to access and foster confidential engagement, provided that they are designed with empathy, privacy, and usability as central tenets (Anderson et al., 2023; Lee & Lee, 2024; Wood et al., 2023). Nevertheless, absent codified

governance, sustainable funding, and transparent monitoring, digital interventions risk remaining isolated and ineffective, underscoring the necessity for systemic governance approaches that embed digital tools into routine institutional practice (Cookson et al., 2023; Gretgrix & Farmer, 2023).

Several streams of inquiry provide actionable foundations for digital governance. First, climate measurement and ongoing monitoring are indispensable to assess prevalence, safety perceptions, and reporting intentions; standardized yet adaptable tools have proven effective in various international contexts (Compton et al., 2024; Jones et al., 2024). Second, LMS-based learning systems, microlearning modules, and case-based training strengthen literacy, dispel myths, and empower bystander intervention—especially when deployed in participatory, youth–adult partnership formats (Edwards et al., 2023; Lyons et al., 2024a, 2024b; Warrington et al., 2024a, 2024b). Third, survivors benefit from multichannel access points—including e-reporting, e-counseling, and peer support—with a preference for confidential, low-barrier digital pathways (Lee & Lee, 2024; Pijlman & Boertien, 2024; Wood et al., 2023). Fourth, cross-unit dashboards and monitoring platforms facilitate both auditable and actionable performance, enabling continuous organizational learning rather than static compliance (Cookson et al., 2023; McCall et al., 2024). In Indonesia, these dimensions must be contextualized through policy transfer, stakeholder engagement, and institutional coherence (Nengyanti et al., 2024; Riwanto et al., 2023).

The broader literature also highlights key design constraints and risks. Ineffective social marketing may provoke adverse responses, particularly among young men, while compassion-centered messaging demonstrably enhances disclosure and support in university contexts—underscoring the need for formative testing and segmentation (Irvine et al., 2023; Nicolla & Lazard, 2023a). Research focusing on LGBTQIA+ and TGD students identifies significant inclusivity gaps in existing policies and practices, demanding reforms in institutional language, staff development, and communication channels to explicitly recognize and address diverse experiences (Gartner et al., 2023; Gretgrix & Farmer, 2023; McCann & Sharp, 2023). Additionally, international students encounter complex linguistic, cultural, and legal barriers, necessitating adaptive digital support and navigation features (Tran et al., 2024). Taken together, these findings underscore that digital governance should be embedded within empirically validated, equity-driven institutional strategies, and should undergo continuous evaluation and refinement.

Synthesizing these insights, an integrated digital institutional governance model is warranted—one that unites three interconnected domains: (1) web-based documentation and reporting to consolidate policies, standard operating procedures, and technical guidelines in an accessible, dynamic repository; (2) coordination and capacity building via LMS and cross-unit dashboards to standardize training, monitor competencies, and support managerial oversight; and (3) survivor-centered support and monitoring, including e-counseling, confidential reporting, and real-time auditing tools for institutional accountability (Compton et al., 2024; Edwards et al., 2023; Lee & Lee, 2024). In this study, these domains were operationalized through a mixed-methods design, with quantitative instruments measuring adoption and effectiveness of digital components, and qualitative data elucidating institutional readiness, task-force mediation, and user experience (Anderson et al., 2023; Rieger et al., 2023; 2024).

Despite progress, several research gaps remain. Empirically, there is a paucity of context-specific digital governance models for Indonesian higher education that cohesively integrate policy, technology, and accountability; current initiatives are often fragmented pilots lacking institutional consolidation (Nengyanti et al., 2024; Riwanto et al., 2023). Practically, challenges persist in operationalizing legal mandates through measurable indicators and survivor-informed auditing (Siregar & Prihatini, 2024). Theoretically, the mechanisms by which digital tools intersect with organizational culture, leadership, and equity mandates are underexplored (Cookson et al., 2023; Gretgrix & Farmer, 2023). Methodologically, there is a need for mixed-methods research that quantifies institutional impact while tracing readiness, mediation, and accountability processes across diverse campus types (Compton et al., 2024; McCall et al., 2024). Moreover, population-specific gaps—particularly among TGD students, international students, and sexual-minority women—require inclusive design and evaluative frameworks (Jones & Patel, 2023; LaRosa et al., 2024; Neves et al., 2023).

In response to these gaps, this study proposes and empirically tests a digital institutional governance model tailored to the Indonesian higher education sector. The novelty of this research lies in the systemic integration of digital tools within governance routines, equity frameworks, and auditable monitoring and evaluation systems. Drawing upon socio-technical and institutional theories, the study articulates a coherent theory of action linking digital reporting, LMS-based capacity building, and e-counseling with transparency, accountability, and survivor protection (Cookson et al., 2023). Conducted across six heterogeneous Indonesian campuses, the research

employed an embedded mixed-methods approach: the quantitative strand assessed digital adoption and institutional effectiveness, while the qualitative strand explained variance and refined the model. This ensured consistent operationalization of constructs—digital component adoption and effectiveness measured quantitatively, and readiness, mediation, and usability explored qualitatively (Anderson et al., 2023; Compton et al., 2024).

Accordingly, the objectives of this study were to: (1) map the adoption and perceived effectiveness of core digital governance components; (2) identify institutional factors influencing their impact; and (3) synthesize these insights into a validated, replicable model. Four research questions, grounded in an embedded mixed-methods design, guided the inquiry: (1) To what extent do university stakeholders support and perceive the adoption of core digital components? (2) What institutional factors influence implementation effectiveness? (3) How can a digital institutional model enhance transparency, accountability, and protection for survivors? The quantitative phase assessed adoption and institutional effectiveness, while the qualitative phase provided in-depth explanations of readiness, mediation, and survivor-centered usability—ensuring conceptual convergence and maximizing practical relevance (Anderson et al., 2023; Compton et al., 2024; Edwards et al., 2023; Lee & Lee, 2024; McCall et al., 2024). By synthesizing these approaches, this study offers a context-specific, empirically validated roadmap for institutional transformation in developing countries, with broader implications for higher education systems facing analogous governance and equity challenges (Gretgrix & Farmer, 2023; Riwanto et al., 2023).

Literature Review

This study conceptualizes sexual violence in higher education as a multidimensional and layered phenomenon operating across interpersonal, organizational, and socio-technological domains. Such a conceptualization requires an integrative framework that explicitly connects typologies of sexual violence, institutional conditions, and the role of digital governance mechanisms in prevention and response. The literature consistently identifies several forms of sexual violence that are particularly salient in university contexts and increasingly mediated by digital environments. These include contact violence (e.g., rape and sexual assault), non-contact violence (e.g., harassment, intimidation, and stalking), technology-facilitated sexual abuse (e.g., image-based abuse and non-consensual distribution of intimate materials), and sexual violence occurring within intimate relationships or specific campus-related settings such as transportation, nightlife spaces,

and student organizations. Each of these forms has distinct implications for disclosure, help-seeking behavior, and the design of institutional response systems (Agyare, 2024; Bows et al., 2024; Hayes & Kopp, 2023; Hooker et al., 2024; Hoxmeier et al., 2023; Monteiro et al., 2024; Ndwandwe, 2024; Pijlman & Boertien, 2024; Sanchez et al., 2024).

Empirical studies further demonstrate that exposure to sexual violence is unevenly distributed across student populations. LGBTQIA+ students, transgender and gender-diverse (TGD) individuals, international students, and students from other minoritized groups face intersecting forms of vulnerability, stigma, and institutional exclusion that heighten risk and suppress reporting. These patterns underscore the necessity of prevention and response systems that are not only accessible, but also explicitly designed to be safe, empathetic, and inclusive (Gartner et al., 2023; LaRosa et al., 2024; McCann & Sharp, 2023; Neves et al., 2023; Tran et al., 2024). From a communication perspective, research indicates that public campaigns and educational messaging can improve awareness and literacy regarding sexual violence; however, when such interventions lack empathy, contextual sensitivity, or empirical grounding, they may provoke resistance or backlash—particularly among young men—thereby undermining prevention goals (Bolton et al., 2024; Irvine et al., 2023; Lee & Tomashevskiy, 2023b; Nicolla & Lazard, 2023a).

At the institutional level, comparative research highlights the effectiveness of whole-of-institution approaches that integrate clear policies, defined unit responsibilities, capacity development, and performance monitoring to enhance accountability and institutional learning (Compton et al., 2024; McCall et al., 2024). In Indonesia, recent legal mandates on the prevention and handling of sexual violence in higher education require universities to operationalize survivor-centered principles through standard operating procedures (SOPs), service standards, and auditable performance indicators. However, multiple studies document persistent gaps between regulatory intent and institutional practice, driven by limited capacity, fragmented governance, and weak monitoring mechanisms (Cookson et al., 2023; Nengyanti et al., 2024; Riwanto et al., 2023; Santoso & Satria, 2023; Siregar & Prihatini, 2024). Within this context, digital interventions—such as e-reporting platforms, cross-unit dashboards, learning management systems (LMS), and e-counseling services—have demonstrated potential to strengthen coordination and access, particularly when embedded within institutional routines and mediated by empowered task forces. Conversely, evidence suggests that passive informational tools, including static policy documents or one-way awareness campaigns, exert limited impact in the absence of accountability structures

and a clearly articulated theory of action (Compton et al., 2024; Cookson et al., 2023; Edwards et al., 2023; Jacobson, 2023; LaRosa et al., 2024; Lee & Lee, 2024).

Equity-oriented scholarship further emphasizes that effective digital governance of sexual violence must incorporate inclusive language, anonymous access options, and continuous user experience audits. Survivors consistently express a preference for confidential, low-barrier, message-based digital support channels that reduce the perceived risks of stigma and retaliation (Bolton et al., 2024; Gretgrix & Farmer, 2023; Jones & Patel, 2023; Lee & Lee, 2024; Lyons et al., 2024a, 2024b; Nicolla et al., 2023b; Nicolla & Lazard, 2023a; Tran et al., 2024; Wood & Fabian, 2024). These findings reinforce the argument that digital tools must be governed as institutional infrastructures for protection and accountability, rather than treated as auxiliary technological add-ons.

To theoretically anchor these insights, this study draws upon socio-technical systems theory and institutional theory. Socio-technical systems theory conceptualizes sexual violence governance as the outcome of interactions between digital artifacts, organizational structures, and cultural norms, emphasizing that technological effectiveness depends on institutional readiness and human mediation. Institutional theory—particularly the mechanisms of coercive, mimetic, and normative isomorphism—explains how regulatory mandates, peer emulation, and professional norms shape the adoption and implementation of digital governance practices within universities. Together, these perspectives inform three core analytical constructs: digital governance (encompassing transparency, participation, efficiency, and accountability); institutional readiness (including infrastructure, human resource capacity, regulatory compliance, and digital culture); and accountability (operationalized through feedback mechanisms, case tracking, and performance auditing) (Bridger, 2024; Cookson et al., 2023; McCall et al., 2024; Pijlman & Boertien, 2024; Santoso & Satria, 2023; Shelby, 2023; Simamora et al., 2024).

Despite a growing body of scholarship, the literature reveals several persistent gaps. Empirically, there remains a lack of validated, context-specific digital governance models tailored to Indonesian higher education that integrate policy, technology, and accountability in a cohesive manner; existing initiatives are often fragmented and pilot-based (Nengyanti et al., 2024; Riwanto et al., 2023). Practically, institutions continue to struggle with translating legal mandates into measurable indicators and survivor-informed auditing mechanisms (Siregar & Prihatini, 2024). Theoretically, limited attention has been paid to how socio-technical interactions and institutional pressures jointly shape accountable sexual violence governance (Cookson et al., 2023; Gretgrix & Farmer,

2023). Methodologically, few studies employ embedded mixed-methods designs that quantitatively assess institutional effectiveness while qualitatively tracing processes of readiness, mediation, and accountability across diverse campus contexts (Compton et al., 2024; McCall et al., 2024). Additionally, population-specific gaps persist for groups facing compounded vulnerabilities, including TGD students, international students, and sexual-minority women (Jones & Patel, 2023; LaRosa et al., 2024; Neves et al., 2023).

By synthesizing these strands of literature, this framework clarifies the conceptual foundations of the present study and provides a rigorous basis for developing and empirically testing an integrated, survivor-centered digital governance model for sexual violence prevention and response in higher education (Compton et al., 2024; Edwards et al., 2023; Lee & Lee, 2024).

Method

Research Design

This study employed an embedded sequential explanatory mixed-methods design (QUAN → qual), in which the quantitative component constituted the primary strand and the qualitative component was embedded to explain, contextualize, and refine the quantitative findings. This design was selected to empirically assess how digital governance mechanisms contribute to the prevention and institutional management of sexual violence in higher education, while also capturing the organizational processes and survivor-centered considerations that shape implementation effectiveness. Unlike research and development (R&D) designs that prioritize product testing or prototype validation, the present study focused on institutional effectiveness and governance mechanisms, with digital components treated as explanatory variables rather than developmental outputs.

The quantitative phase examined the adoption and perceived effectiveness of digital governance components related to sexual violence prevention and response, as well as their predictive relationships with institutional effectiveness. The embedded qualitative phase was designed to interpret statistical patterns, clarify construct meanings, and examine how Prevention and Handling of Sexual Violence (PHSV) task forces mediate the translation of policy into practice through digital systems. This approach aligns with established campus climate research and evaluations of technology-supported sexual violence interventions that emphasize accountability,

theory of action, and survivor-centered safeguards (Anderson et al., 2023; Compton et al., 2024; Cookson et al., 2023).

Study Sites and Participants

The study population comprised two complementary groups. In the quantitative phase, 732 participants—including students, academic staff, administrative personnel, institutional leaders, and PHSV task force members—completed an online survey. The sampling frame was developed by contacting ten higher education institutions (HEIs) that had either enacted or were in the process of implementing institutional regulations on the Prevention and Handling of Sexual Violence. Six HEIs met the inclusion criteria of ethical readiness, regulatory compliance, and institutional consent, and were selected as study sites.

These institutions were purposefully chosen to ensure contextual heterogeneity (public and private institutions across Makassar and Kalimantan regions) while maintaining feasibility and participant safety, in accordance with ethical guidelines for sexual violence research in higher education (Nengyanti et al., 2024; Riwanto et al., 2023; Suardi, 2025).

In the qualitative phase, 30 key informants were purposively selected, including PHSV task force members, program coordinators, and student representatives. Eligibility required a minimum of two months of direct involvement in sexual violence prevention, response, or support services. This sampling strategy ensured representation of diverse institutional roles and identities, reflecting documented disparities in exposure, reporting, and access to justice among vulnerable and gender-minoritized populations (Adhia et al., 2024a, 2024b, 2024c; LaRosa et al., 2024; Tran et al., 2024).

Data Collection Procedures

All study procedures followed standardized and ethically approved protocols. Ethical clearance was obtained from each participating institution prior to data collection. The quantitative survey was administered between 1 March and 31 August 2025 using a secure online platform compliant with institutional data protection policies. Participation was voluntary and anonymous, with no financial incentives provided. To mitigate non-response bias, institution-specific survey links and biweekly reminders were employed, and information about support services for sexual violence survivors was embedded within the survey interface (Compton et al., 2024; Smith et al., 2024).

Qualitative data were collected between 15 June and 31 August 2025 through semi-structured interviews (45–60 minutes each) and two focus group discussions (FGDs). FGDs were used to clarify emergent themes, align cross-institutional terminology, and explore practical implications of digital governance mechanisms, rather than to validate survey instruments. All sessions were conducted using trauma-informed protocols, audio-recorded with informed consent, transcribed verbatim, anonymized, and designed to minimize re-traumatization by allowing participant control over pacing and modality (Anderson et al., 2023; Warrington et al., 2024a, 2024b).

Instruments and Measures

Quantitative instruments were developed through a synthesis of national PHSV policy frameworks, campus climate research, and evaluations of digital interventions for sexual violence prevention. The survey consisted of 36 five-point Likert-scale items measuring nine digital governance constructs relevant to sexual violence prevention and response: (1) official digital policy documentation, (2) technical guidelines, (3) PHSV standard operating procedures, (4) service pathways, (5) online feedback mechanisms, (6) LMS-based training, (7) webinars and outreach activities, (8) digital reporting applications, and (9) e-counseling systems.

In addition, demographic variables included gender identity, institutional role, type of HEI, and region. Importantly, the instrument did not measure the prevalence of sexual violence directly, but rather assessed institutional capacity, governance mechanisms, and digital system effectiveness in preventing and responding to sexual violence, consistent with the study's governance-oriented research questions.

Instrument development followed a three-stage process. First, indicators were adapted from validated campus climate surveys and institutional policy instruments (Compton et al., 2024; Nengyanti et al., 2024; Riwanto et al., 2023; Suardi et al., 2023; Suardi et al., 2024a, 2024b). Second, two rounds of expert review were conducted with six specialists in higher education policy and service ICT to assess clarity, relevance, and content adequacy. Third, a pilot study involving 50 respondents tested usability and internal consistency. All constructs achieved Cronbach's alpha values above 0.80, indicating high reliability. Face and content validity were strengthened through expert feedback and linguistic refinement to reduce heteronormative bias and improve inclusivity (Compton et al., 2024; Gretgrix & Farmer, 2023).

Data Analysis

Quantitative data were analyzed using JASP 0.95 for descriptive statistics and inferential testing. Descriptive analyses summarized levels of adoption and perceived effectiveness of digital governance components. Inferential analyses employed robust standard errors to address heteroskedasticity, with a significance threshold of $\alpha = 0.05$.

To examine structural relationships among digital governance components and institutional effectiveness, Partial Least Squares–Structural Equation Modeling (PLS-SEM) was conducted using SmartPLS 4.0. This method was selected due to its suitability for complex models with latent variables and large samples. The model demonstrated moderate yet substantive explanatory power, with digital governance indicators accounting for 40.3% of the variance in institutional effectiveness in sexual violence prevention and response ($R^2 = 0.403$). Path coefficients were estimated via bootstrapping to identify statistically significant contributors.

Qualitative data were analyzed using Braun and Clarke's six-phase thematic analysis: familiarization, initial coding, theme development, theme review, definition and naming of themes, and reporting (Braun & Clarke, 2006). Trauma-informed analytic practices were applied throughout, ensuring reflexivity and sensitivity to participant narratives (Anderson et al., 2023). Emergent themes—such as institutional readiness, task-force mediation, digital literacy, survivor protection, and monitoring and evaluation—were mapped onto quantitative constructs to explain observed statistical patterns, particularly the stronger effects of interactive digital services compared to static informational tools (Cookson et al., 2023; Lee & Lee, 2024).

Validity, Reliability, and Integration

Validity and reliability were addressed through multiple strategies. Quantitative reliability was established through internal consistency testing (Cronbach's alpha), while content and face validity were ensured via expert review. Qualitative trustworthiness was reinforced through triangulation across surveys, interviews, FGDs, and institutional document audits. Member checking with eight informants was conducted to confirm the accuracy of thematic interpretations. An audit trail and reflexivity logs were maintained to mitigate interpretive bias, particularly regarding normative assumptions and communication risks (Gretgrix & Farmer, 2023; Nicolla & Lazard, 2023a).

Integration between quantitative and qualitative strands occurred at the interpretation stage. Quantitative findings identified patterns of digital governance effectiveness, while qualitative findings explained the organizational and human factors underlying these patterns, ensuring coherence between research questions, methods, and conclusions.

Ethical Considerations

All research activities were guided by principles of procedural justice, confidentiality, and participant safety. Trauma-informed research standards were applied throughout data collection and analysis, including voluntary participation, anonymity, flexible participation modalities, and the provision of support resources. Anchored in Indonesian regulatory frameworks and informed by international best practices, the methodological approach ensured that findings were derived from ethically sound procedures and analytically rigorous mixed-methods integration (Anderson et al., 2023; Lee & Lee, 2024; Wood et al., 2023).

Findings

This study addressed four principal research questions: (1) the extent to which campus stakeholders support the adoption of digital components for sexual violence (SV) governance; (2) the institutional factors influencing digital system effectiveness; (3) the mediation role of PHSV task forces in translating policy into digital practice; and (4) how a digital institutional model enhances transparency, accountability, and survivor protection. Results are presented in a sequence that integrates quantitative and qualitative strands, providing a coherent empirical foundation for a digital SV-governance model in Indonesian higher education (Suardi et al., 2024a; Suardi et al., 2023).

Stakeholder Support for Digital SV-Governance

Quantitative analysis of responses from 732 stakeholders—including students, academic staff, leaders, and task force members—demonstrated strong acceptance of digital SV-governance measures (Table 1). Notably, 62.45% “strongly agreed” their institution maintained official digital SV policy documents, 51.02% reported digitally defined service pathways, and 50.20% affirmed the availability of digital reporting applications. The findings suggest that digital infrastructures are recognized as effective for increasing accessibility, transparency, and institutional responsiveness to sexual violence. This aligns with evidence that robust digital systems foster safer

reporting climates and address the needs of women and gender-minoritized groups (Compton et al., 2024; Shelby, 2023).

Table 1

Stakeholder Agreement on Digital SV-Governance Components

Indicator	Strongly Agree (%)	Agree (%)	Neutral (%)
Official Digital SV Policy Documents	62.45	32.24	4.90
Technical Guidelines for SV	44.49	46.94	8.57
Online Feedback Channels	40.00	48.57	11.02
Standard Operating Procedures (SOPs)	43.27	48.98	7.76
SV Service Pathways	42.04	51.02	6.94
LMS-Based Training	40.41	48.57	11.02
Webinars/Online Sessions	40.82	46.94	11.43
Digital Reporting Applications	42.04	50.20	6.94
E-Counseling Systems	42.86	44.08	11.84
Task-Force Digital Dashboards	35.10	52.24	11.84

Predictive Value of Digital Governance Components

Regression modeling (PLS-SEM) showed that the cluster of digital-governance indicators explained 40.3% of the variance in institutional effectiveness for SV governance ($R^2 = 0.403$). This indicates that digital systems play a substantive role in enabling effective prevention and response—though the overall effect remains dependent on institutional readiness and campus culture (Anderson et al., 2023; LaRosa et al., 2024). The relationships among all indicators are illustrated in Figure 1 below:

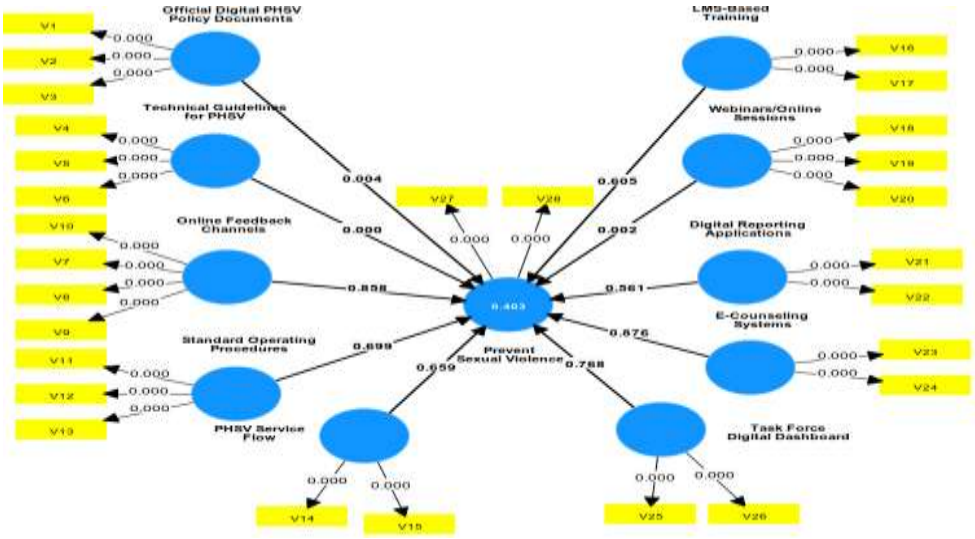

Figure 1. Digital Component Relationships to Institutional Effectiveness ($R^2 = 0.403$).

Note: Path coefficients indicate the strength of contribution from each digital component (e.g., e-counseling, feedback, dashboards) to SV governance effectiveness.

Detailed path coefficients (Table 2) identify E-Counseling Systems ($\beta = 0.876$, $p < 0.001$), Online Feedback Channels ($\beta = 0.858$, $p < 0.001$), and Task-Force Digital Dashboards ($\beta = 0.768$, $p < 0.001$) as the most influential predictors of SV prevention outcomes. Conversely, static informational features such as webinars and digital policy documents—while statistically significant—contributed minimally to practical outcomes, echoing findings that survivors and at-risk groups value confidential, interactive, and responsive services over passive information delivery (Lee & Lee, 2024; Pijlman & Boertien, 2024).

Table 2

Exogenous Variables Influencing Sexual-Violence Prevention

No.	Exogenous Variable	Path Coefficient	p-Value	Salience
1	Online Feedback Channels	0.858	$p < 0.001$	Very strong significance
2	Task-Force Digital Dashboards	0.768	$p < 0.001$	Very strong significance
3	E-Counseling Systems	0.876	$p < 0.001$	Very strong significance
4	Standard Operating Procedures	0.699	$p < 0.001$	Very strong significance
5	SV Service Pathways	0.659	$p < 0.001$	Very strong significance
6	LMS-Based Training	0.605	$p < 0.001$	Strong significance
7	Digital Reporting Applications	0.561	$p < 0.001$	Strong significance
8	Webinars/Online Sessions	0.002	$p < 0.001$	Minor
9	Digital SV Policy Documents	0.004	$p < 0.001$	Minor

Qualitative Themes: Mediating and Contextual Factors

Qualitative data from 30 key informants elaborated on these patterns, yielding six key themes:

1. Digitization as a Facilitator of Prevention

   Online SOPs, reporting channels, and policy documents increased clarity, reduced procedural ambiguity, and enhanced institutional credibility. Informants emphasized the value of digital audit trails in building a culture of accountability (Bolton et al., 2024; Bridger, 2024; Lee et al., 2023a).

2. Institutional Readiness

   Infrastructure, leadership, and regulatory alignment were crucial for sustaining digital systems beyond initial implementation, consistent with best practices in education and policy (Cruz et al., 2023; Ngidi, 2023; Santoso & Satria, 2023).

3. PHSV Task Force Mediation

   Access to dashboards and coordinated communication tools enabled quicker, more consistent responses, reflecting an integrative model of prevention, response, and recovery (Campbell et al., 2023; Jacobson, 2023; Siregar & Prihatini, 2024).

4. Digital Literacy

   LMS, micro-modules, and contextualized webinars improved recognition of SV indicators and bystander intervention, particularly when grounded in local context and supported by formative assessments (Edwards et al., 2023; Lyons et al., 2024a, 2024b).

5. Survivor-Centered Reporting and Protection

   Digital platforms were perceived as safer, more private alternatives to in-person reporting, especially for those facing stigma. Preferences mirrored evidence on help-seeking behavior in gender-based violence cases (Lee & Lee, 2024; Pijlman & Boertien, 2024; Wood et al., 2023).

6. Monitoring and Evaluation

   Real-time dashboards strengthened accountability, while feedback mechanisms promoted continuous learning. Successful models integrated M&E with adaptive policy cycles (Anderson et al., 2023; Cookson et al., 2023; McCall et al., 2024).

High-impact digital features—notably e-counseling, feedback channels, and dashboards—were most effective in institutions with coherent policies, sufficient digital infrastructure, and a culture

of survivor support. In contrast, institutions with fragmented governance or inadequate resources showed underutilization of digital tools, echoing critiques of technological adoption without meaningful governance transformation (Cookson et al., 2023).

Task-force dashboards were particularly instrumental in integrating cross-departmental responses (academic, counseling, legal), supporting data-driven and survivor-centered practices. Institutions with empowered, well-trained PHSV units narrowed equity gaps and translated policy into effective action (Gartner et al., 2023; LaRosa et al., 2024; Tran et al., 2024).

Synthesis: Toward a Digital SV-Governance Model

The convergence of quantitative and qualitative findings substantiates a **three-domain model**:

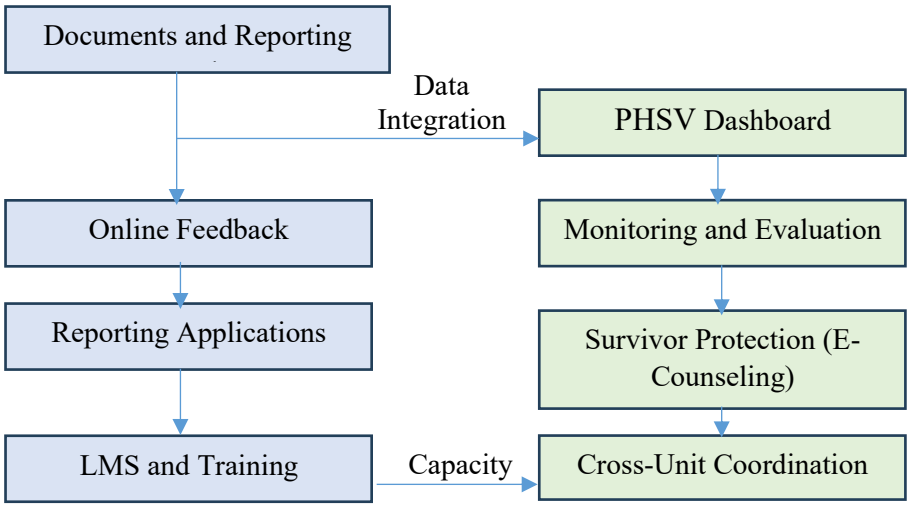

Figure 2. Conceptual Model of Digital SV Governance

Note: The model delineates flows among policy/SOP repositories, real-time data orchestration, and confidential support services, highlighting feedback loops for continuous improvement.

Differential impacts were observed: students with gender-diverse identities prioritized safe, confidential digital environments; international students required accessible, multilingual features. Poorly designed public campaigns risked alienation, particularly among young men, reinforcing the need for segmentation and formative testing (Bolton et al., 2024). Ultimately, institutional readiness—including leadership, funding, and regulatory support—emerged as the critical determinant of digital system impact. Effective embedding of digital tools depended on proactive governance, survivor-centered practices, and continuous monitoring.

Operational Implications

Three actionable implications arise: (1) Prioritize investment in high-impact digital features (e-counseling, feedback channels, dashboards) rather than static informational tools, (2) Integrate digital training (LMS) with performance supervision to promote literacy and effective, survivor-centered service delivery, (3) Ensure transparent, anonymized data governance to build trust, especially among marginalized and minoritized groups.

In summary, digital SV governance enjoys broad stakeholder support and demonstrable institutional benefits when integrated within a culture of readiness and survivor-centered engagement. The proposed digital model—combining web-based documentation, LMS-driven coordination, and confidential reporting/support—offers a scalable, accountable, and transformative approach for reform in Indonesian higher education (Compton et al., 2024; Ramlan et al., 2025; Riwanto et al., 2023; Suardi, 2025).

Discussion

This discussion synthesizes quantitative and qualitative findings to critically examine how digital sexual violence (SV) governance operates within Indonesian universities, why certain digital features demonstrate greater effectiveness, and the implications for institutional accountability and survivor-centered practice. The results align theoretically with institutional isomorphism—where regulatory mandates, emulation of leading institutions, and evolving professional norms together drive standardization in digital governance adoption (Cookson et al., 2023). Simultaneously, the findings support socio-technical systems theory, which posits that the successful implementation of digital innovations depends on the interplay of technology, organizational structure, and cultural context. In this view, digital tools are impactful only when matched by resource readiness, digital literacy, and committed leadership (Cookson et al., 2023; Mukhlisiana et al., 2024; Shelby, 2023). The model's explanatory power ($R^2 = 0.403$) affirms that digital governance constitutes a significant, though not exhaustive, driver of SV response effectiveness. This is consistent with wider literature showing that technology alone cannot drive transformation in the absence of enabling factors such as leadership engagement and positive campus climate (Anderson et al., 2024a; Cruz et al., 2023; McCall et al., 2024). Thus, digital components should be viewed as integral elements within broader institutional policy packages that balance regulatory compliance, performance monitoring, and organizational learning (Riwanto et al., 2023; Suardi et al., 2024a).

Path analysis revealed that the most consequential digital features were e-counseling, online feedback channels, and task-force dashboards—all of which are interactive, service-oriented, and responsive (Bridger, 2024; Lee & Lee, 2024; Pijlman & Boertien, 2024). These results mirror international evidence demonstrating that confidential, survivor-centric digital platforms facilitate access, build trust, and help survivors circumvent bureaucratic obstacles (Chisholm & Koss, 2024). Conversely, passive informational tools such as policy PDFs and one-way webinars, though statistically significant, offered only marginal practical benefits, reinforcing critiques that procedural compliance alone cannot catalyze cultural or behavioral change (Anderson et al., 2024a; Lee et al., 2023a; Ngidi, 2023).

This evidence nuances the notion of technological determinism: the installation of digital systems alone is insufficient. Instead, the fit between technology, user literacy, and institutional implementation capacity is paramount (Cookson et al., 2023; Shelby, 2023). The PHSV task force emerged as a critical mediator between policy and practice. Their use of dashboards and communication protocols was associated with improved timeliness, documentation, and follow-up in SV response (Jacobson, 2023; Siregar & Prihatini, 2024; McCall et al., 2024).

Quantitative data confirmed widespread stakeholder acceptance of digital SOPs, reporting mechanisms, and feedback systems (Table 1), supporting prior research on the role of information systems and climate surveys in improving transparency and access (Compton et al., 2024; Gretgrix & Farmer, 2023; Smith et al., 2024). However, qualitative and international evidence stress that tools alone are insufficient without robust audit mechanisms and continuous monitoring. The strong impact of monitoring dashboards in this study underscores the need for real-time, trackable data systems for institutional accountability (Anderson et al., 2024a, 2024b; Rieger et al., 2023; 2024).

Qualitative themes, especially regarding digital literacy and survivor-centered support, reinforce that participatory and contextualized LMS/webinar content is effective, while passive or generic formats are not (Edwards et al., 2023; Lee & Lee, 2024; Lyons et al., 2024a, 2024b). Reporting platforms and e-counseling services that ensure confidentiality and empathetic response address the critical needs of survivors, enhancing willingness to disclose and seek help (LaRosa et al., 2024; Pijlman & Boertien, 2024; Shelby, 2023).

Institutional readiness—encompassing infrastructure, leadership, and resource allocation—was consistently identified as a decisive factor. These constraints, typical in Global South higher

education, often impede SV prevention and digital innovation (Compton et al., 2024; Cruz et al., 2023). Policy transfer literature suggests a combination of standardized digital governance benchmarks with local adaptation is necessary to maintain implementation fidelity and relevance (Santoso & Satria, 2023).

The embedded mixed-methods approach in this study ensured that quantitative patterns (e.g., high path coefficients for interactive features) were contextualized by qualitative insights into the barriers and enablers of implementation (Anderson et al., 2023; Compton et al., 2024). Such convergence reflects best practices for institutional reform, where structural and relational change must occur in tandem (Campbell et al., 2023).

Several intersections with international literature provide further context:

1. The salience of e-counseling affirms the critical role of mobile-accessible, confidential support, especially for international and marginalized students (Lee & Lee, 2024; Tran et al., 2024).
2. Well-functioning reporting and feedback channels foster perceptions of fairness and increase reporting willingness (Pijlman & Boertien, 2024; Smith et al., 2024).
3. The centrality of dashboards in this study underscores the importance of institutional data systems for monitoring, auditing, and organizational learning (Anderson et al., 2024a, 2024b; McCall et al., 2024).
4. Weak impacts for webinars and policy documents indicate the limitations of one-way communication, reinforcing the need for dialogic, participatory approaches (Lee et al., 2023a; Vrankovich et al., 2024).

Best practices in SV prevention—including youth–adult partnerships, peer education, and rights-based norm change—are most effective when coupled with participatory digital microlearning and real-life scenario simulations (Edwards et al., 2023; Schipani-Mclaughlin et al., 2024). At the same time, critiques of heteronormative bias in policy and support services highlight the need for trauma-informed, inclusive approaches (Gartner et al., 2023; Gretgrix & Farmer, 2023).

Conclusion

In conclusion, this study provides empirical evidence that interactive, survivor-centered digital ecosystems—mediated by capable task forces and supported by institutional readiness—substantially improve sexual violence governance in higher education. Quantitatively, digital tools

(notably e-counseling, feedback, and dashboards) demonstrated moderate yet meaningful predictive power for institutional effectiveness in SV prevention and response. Qualitatively, successful implementation hinged on leadership, resource allocation, participatory training, and a culture of confidentiality and support.

The implications are threefold:

1. Policy and Practice: Regulators and institutions should prioritize high-impact, interactive digital features (e-counseling, dashboards, feedback) within an integrated governance framework, rather than relying on passive informational tools alone.
2. Capacity and Accountability: Ongoing training and supervision for task forces are essential, alongside the deployment of dashboards and monitoring systems that enable real-time feedback and service evaluation.
3. Equity and Trust: Systematic integration of survivor and marginalized group feedback into tool design and SOP refinement is crucial for aligning digital innovation with institutional equity and integrity.

Implications for Future Research and Implementation

Future research should explore longitudinal outcomes and refine digital models to further enhance institutional accountability, survivor trust, and cultural change. Pilot implementations should be accompanied by robust audit metrics, including response time, survivor satisfaction, and perceived procedural justice. By embedding digital systems within organizational routines and participatory governance structures, higher education institutions can move from policy compliance to measurable, survivor-responsive transformation.

In summary, the path forward for Indonesian universities and regulators lies in aligning digital innovation with data-driven accountability, leadership commitment, and survivor-centered justice—ensuring that technological adoption is always anchored in institutional integrity and equity.

References

Adhia, A., Ellyson, A. M., Mustafa, A., Conrick, K. M., & Kroshus, E. (2024a). Structural and Sport-related Barriers to Formally Reporting Sexual Violence Among Undergraduate Student-athletes. *Journal of Family Violence*, *39*(5), 889–898. https://doi.org/10.1007/s10896-023-00564-0

Adhia, A., Lucas, R., Richey, A. E., Rogers, M., Van Wagner, N., Dils, L., Rivara, F. P., & Bekemeier, B. (2024b). School District Leader Perspectives on Surveying Middle School Youth About Sexual Violence. *Journal of School Health*, *95*(1), 34–44. https://doi.org/10.1111/josh.13496

Adhia, A., Pugh, D., Lucas, R., Rogers, M., Kelley, J., & Bekemeier, B. (2024c). Improving School Environments for Preventing Sexual Violence Among LGBTQ+ Youth*. *Journal of School Health*, *94*(3), 243–250. https://doi.org/10.1111/josh.13406

Agyare, P. (2024). Beyond Punishment: Unraveling the Integrative Empowerment Model for Youth Violence Prevention. *Research in Educational Policy and Management, 6*(2), 1-20. https://doi.org/10.46303/repam.2024.19

Akram, N., & Yasmin, M. (2023). Sexual violence against women: Global interventions and an evidence from Pakistan. *Women's Studies International Forum*, *97*. https://doi.org/10.1016/j.wsif.2023.102691

Anderson, J. C., Nguyen, M. U., Huynh, W., Sharif, K., & Draughon Moret, J. E. (2024a). Enhancing Campus Safety: Exploring Student Perspectives on a Text Message-Delivered Intervention for Addressing Sexual Violence and Alcohol Use. *Journal of Forensic Nursing*, *20*(1), 30–42. https://doi.org/10.1097/JFN.0000000000000454

Anderson, K. M., Karris, M. Y., DeSoto, A. F., Carr, S. G., & Stockman, J. K. (2023). Engagement of Sexual Violence Survivors in Research: Trauma-Informed Research in the THRIVE Study. *Violence Against Women*, *29*(11), 2239–2265. https://doi.org/10.1177/10778012221125501

Anderson, R. E., Piggott, D. M., Feinstein, B. A., & Dyar, C. (2024b). Comparison of Sexual Violence Perpetration Rates by Among Gay, Lesbian and Heterosexual Cisgender Adults. *Sexuality Research and Social Policy*. https://doi.org/10.1007/s13178-024-01030-2

Bolton, R., Edwards, C., Leane, M., & Ó Súilleabháin, F. (2024). 'I'm Not Victim-Blaming, But..': Young People's Discourses in Understanding Sexual Violence Against Women. *Sociological Research Online*, *29*(2), 489–506. https://doi.org/10.1177/13607804231178673

Bows, H., Day, A., & Dhir, A. (2024). "It's Like a Drive by Misogyny": Sexual Violence at UK Music Festivals. *Violence Against Women*, *30*(2), 372–393. https://doi.org/10.1177/10778012221120443

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. http://dx.doi.org/10.1191/1478088706qp063oa%0Ahttp://journal.stainkudus.ac.id/index.php/equilibrium/article/view/1268/1127%0Ahttp://dx.doi.org/10.1016/j.ndteint.2014.07.001%0Ahttps://doi.org/10.1016/j.ndteint.2017.12.003%0Ahttp://dx.doi.org/10.1016/j.matd

Bridger, E. (2024). Apartheid's 'rape crisis': understanding and addressing sexual violence in South Africa, 1970s–1990s. *Women's History Review*, *33*(2), 265–284. https://doi.org/10.1080/09612025.2023.2219535

Campbell, R., Moylan, C. A., PettyJohn, M. E., Munford, A., Schweda, K., Fedewa, T., Rosen, H., Ferguson, M. A., Beal, J., & Buchanan, N. C. T. (2023). Adopting a "Both/And" Mindset to Address Relationship Violence and Sexual Misconduct (RVSM) in Institutions of Higher Education. *Violence Against Women*, *29*(1), 74–83. https://doi.org/10.1177/10778012221130105

Chisholm, K., & Koss, M. P. (2024). Innovative Services for Survivors of Sexual Violence: Mapping New Pathways Forward. *Violence Against Women*. https://doi.org/10.1177/10778012241270226

Compton, S. D., Odoi, A., Dickson, K., Darteh, E. K. M., & Munro-Kramer, M. L. (2024). Measuring Sexual and Gender-Based Violence at the University of Cape Coast: Developing and Deploying a Campus Climate Survey. *Journal of Forensic Nursing*, *20*(1), 53–65. https://doi.org/10.1097/JFN.0000000000000458

Cookson, T. P., Fuentes, L., Zulver, J. M., & Nelson, A. (2023). Fit for purpose? Assessing the accessibility, theory of action, and accountability of digital technology interventions for sexual and gender-based violence prevention and response. *Gender, Technology and Development*, *27*(2), 184–206. https://doi.org/10.1080/09718524.2023.2182035

Cruz, T. H., Ross-Reed, D. E., FitzGerald, C. A., Overton, K., Landrau-Cribbs, E., & Schiff, M. (2023). Effects of School Policies and Programs on Violence Among All High School Students and Sexual and Gender Minority Students. *Journal of School Health*, *93*(8), 679–689. https://doi.org/10.1111/josh.13297

Dolan, C., Hovil, L., & Pasquero, L. (2024). Translating survivor-centredness into pedagogical approaches to training on sexual violence in conflict and emergency settings: A case study. *International Review of the Red Cross*. https://doi.org/10.1017/S1816383123000607

Edwards, K. M., Banyard, V. L., Waterman, E. A., Simon, B., Hopfauf, S., Mitchell, K. J., Jones, L. M., Mercer Kollar, L. M., & Valente, T. W. (2023). Diffusion effects of a sexual violence prevention program leveraging youth–adult partnerships. *American Journal of Community Psychology*, *71*(3–4), 344–354. https://doi.org/10.1002/ajcp.12645

Gartner, R. E., Ballard, A. J., Smith, E. K., Risser, L. R., Chugani, C. D., & Miller, E. (2023). "There's No Safety in These Systems": Centering Trans and Gender Diverse Students' Campus Climate Experiences to Prevent Sexual Violence. *Journal of Diversity in Higher Education*. https://doi.org/10.1037/dhe0000512

Gretgrix, E., & Farmer, C. (2023). Heteronormative Assumptions and Expectations of Sexual Violence: Language and Inclusivity Within Sexual Violence Policy in Australian

Universities. *Sexuality Research and Social Policy*, *20*(2), 735–750. https://doi.org/10.1007/s13178-022-00718-7

Hayes, B. E., & Kopp, P. M. (2023). Factors Associated with Stalking Duration Among a Nationally Representative Sample: Results from the 2010 National Intimate Partner and Sexual Violence Survey. *Violence Against Women*, *29*(3–4), 475–494. https://doi.org/10.1177/10778012211060863

Hooker, L., Ison, J., Forsdike, K., Giles, F., Henry, N., & Taft, A. (2024). Incident reporting and data monitoring of sexual violence and harassment on public transport. *Journal of Transport and Health*, *39*. https://doi.org/10.1016/j.jth.2024.101903

Hoxmeier, J. C., O'Connor, J., & McMahon, S. (2023). Sexual Violence Among Sorority Women: Victimization Experiences, Contexts, and Disclosure. *Violence Against Women*, *29*(6–7), 1123–1143. https://doi.org/10.1177/10778012221108417

Irvine-Collins, E., Moore, E., Cao, K., Curley, M., Ablaza, C., & Heard, E. (2023). Promoting Compassionate Responses to Disclosures of Sexual Violence in University Settings: Exploring the Impact of a Social Marketing Campaign. *Violence Against Women*, *29*(9), 1832–1852. https://doi.org/10.1177/10778012221134822

Isaac, S., McLindon, E., Hegarty, K., & Tarzia, L. (2024). Women's Experiences Accessing Mental Health Care in Australia After Sexual Violence in Adulthood. *Violence Against Women*, *30*(12–13), 3140–3162. https://doi.org/10.1177/10778012231176198

Jacobson López, D. (2023). Enhancing Inclusivity for LGBTQIA+ Student Survivors of Color Commentary: Creating a University Strategic Plan to Address Relationship Violence and Sexual Misconduct (RVSM): An Application of Principles-Focused Evaluation at Michigan State University. *Violence Against Women*, *29*(1), 35–43. https://doi.org/10.1177/10778012221130107

Jones, C., Farrelly, N., & Barter, C. (2024). UK prevalence of university student and staff experiences of sexual violence and domestic violence and abuse: a systematic review from 2002 to 2022. *European Journal of Higher Education*. https://doi.org/10.1080/21568235.2024.2302568

Jones, S., & Patel, T. (2023). Inaccessible and stigmatizing: LGBTQ+ youth perspectives of services and sexual violence. *Journal of LGBT Youth*, *20*(3), 632–657. https://doi.org/10.1080/19361653.2022.2134253

Kasa, L. (2025). Tackling Gendered Violence: Social Workers Intervention in Violence That is Meted Against Men? A Case Study of a Rural Town in a South Africa. *Research in Social Sciences and Technology, 10*(1), 283-293. https://doi.org/10.46303/ressat.2025.15

LaRosa, M., Edwards, K., Scheel, M., & Babchuk, W. (2024). Understanding sexual violence experiences of transgender and gender diverse people: an interpretative phenomenological study. *Journal of Gender Studies*. https://doi.org/10.1080/09589236.2024.2401038

Lee, C., Bouchard, J., & Wong, J. S. (2023a). A Popular Approach, but Do They Work? A Systematic Review of Social Marketing Campaigns to Prevent Sexual Violence on College Campuses. *Violence Against Women*, *29*(3–4), 495–526. https://doi.org/10.1177/10778012221092476

Lee, J., & Lee, M. K. (2024). Development and Usability of a Mobile Support Application for Sexual Violence Victims Connecting With Formal Support Organizations. *Violence Against Women*. https://doi.org/10.1177/10778012241263105

Lee, S., & Tomashevskiy, A. (2023b). Punish or tolerate? State capacity, military oversight, and wartime sexual violence. *International Interactions*, *49*(4), 471–496. https://doi.org/10.1080/03050629.2023.2190111

Lyons, M., Brewer, G., Chopen, N., Davila, N., Elías, D., Gómez, L. D. R., Velásquez, J., & García, G. G. (2024a). Barriers to Bystander Action in Sexual Violence in Guatemala: The Role of Rape Myth Acceptance. *Sexuality and Culture*, *28*(1), 155–167. https://doi.org/10.1007/s12119-023-10106-x

Lyons, M., Gómez, L. D. R., Chopen, N., & Dávila, N. (2024b). Student Experiences of Sexual Violence as Targets and Bystanders—a Qualitative Investigation in a Public University in Guatemala. *Sexuality and Culture*, *28*(4), 1815–1830. https://doi.org/10.1007/s12119-024-10209-z

McCall, D., Luu, X., Krogh, C., Phelan, L., Dempsey, A., Acosta, C., Marshall, F., Svejkar, D., Pruscino, C., & Beres, M. A. (2024). A Comparative Account of Institutional Approaches to Addressing Campus-Based Sexual Violence in Australia and Aotearoa New Zealand. *Violence Against Women*, *30*(6–7), 1586–1613. https://doi.org/10.1177/10778012231183654

McCann, H., & Sharp, M. (2023). #MeToo, Cisheteropatriarchy and LGBTQ+ Sexual Violence on Campus. *Sexualities*. https://doi.org/10.1177/13634607231170770

Monteiro, R., Grangeia, H., & Santos, A. (2024). Technology-Facilitated Sexual Violence: Victimization and Risk Factors. *Social Sciences*, *13*(7). https://doi.org/10.3390/socsci13070372

Mukhlisiana, L., Kuswarno, E., Rizal, E., & Maryani, E. (2024). Enhancing the Needs of Counselor's Communication Competencies in Assisting Child Victims of Sexual Violence. *Studies in Media and Communication*, *12*(3), 415–426. https://doi.org/10.11114/smc.v12i3.7095

Ndwandwe, N. (2024). The Journey Starts Now: Infusing Peace Education into LO Teaching in South African Secondary Schools. *Research in Educational Policy and Management, 6*(2), 136-153. https://doi.org/10.46303/repam.2024.27

Nengyanti, Yusnaini, Imania, K., & Santoso, A. D. (2024). Policy Transfer for Sexual Violence Prevention and Management in Indonesian Higher Education Institutions. *Generos*, *13*(2), 137–155. https://doi.org/10.17583/generos.12738

Neves, S., Ferreira, M., Sousa, E., Costa, R., Rocha, H., Topa, J., Vieira, C. P., Borges, J., Lira, A., Silva, L., Allen, P., & Resende, I. (2023). Sexual Violence against LGBT People in Portugal: Experiences of Portuguese Victims of Domestic Violence. *LGBTQ+ Family: An Interdisciplinary Journal*, *19*(2), 145–159. https://doi.org/10.1080/27703371.2023.2167758

Ngidi, N. D. (2023). The geographies of sexual violence in education: a photovoice study in and around a South African township secondary school. *Social and Cultural Geography*, *24*(10), 1713–1731. https://doi.org/10.1080/14649365.2022.2090022

Nicolla, S., & Lazard, A. J. (2023a). Social Media Communication About Sexual Violence May Backfire: Online Experiment with Young Men. *Journal of Health Communication*, *28*(1), 28–37. https://doi.org/10.1080/10810730.2023.2174214

Nicolla, S., Lazard, A. J., Austin, L. L., Freelon, D., Reyes, H. L. M. N., & Moracco, K. E. (2023b). TikToks Lead to Higher Knowledge and Perceived Severity of Sexual Violence among Adolescent Men. *Journal of Youth and Adolescence*, *52*(12), 2449–2463. https://doi.org/10.1007/s10964-023-01867-7

Pijlman, V., & Boertien, E. (2024). A Comparative Study of the Help-Seeking Behavior of Victims of Contact Sexual Violence and Image-Based Sexual Harassment and Abuse. *Violence Against Women*. https://doi.org/10.1177/10778012241283496

Ramlan, H., Suardi, & Hashim, S. Bin. (2025). Preventive Effectiveness of Academic and Social Sanctions Against University Students Perpetrating Sexual Violence. *Journal of Educational Sciences*, *9*(4), 2299-2312 Journal. https://doi.org/10.31258/jes.6.3.p.444-458

Rieger, A., Blackburn, A. M., Nag, A., Holland, H., & Allen, N. E. (2023). Contradictions in change: Ecological factors in the implementation of outer layer sexual violence prevention. *American Journal of Community Psychology*, *72*(1–2), 15–31. https://doi.org/10.1002/ajcp.12672

Rieger, A., Zhan, Q., Griffin, B., Garthe, R. C., & Allen, N. E. (2024). Perils and Possibilities: Sexual Violence Preventionists' Perspectives on Gathering Community Input on Prevention Practice. *Violence Against Women*. https://doi.org/10.1177/10778012241248454

Riwanto, A., Harisudin, M. N., Suryaningsih, S., & Firmandiaz, V. (2023). Addressing Campus Sexual Violence: A Collaborative Governance Approach to Legal Policy. *Volksgeist: Jurnal Ilmu Hukum Dan Konstitusi*, *6*(2), 225–244. https://doi.org/10.24090/volksgeist.v6i2.9523

Sanchez, M., Fouques, D., Gorgiard, C., Soussy, A., & Romo, L. (2024). Intimate Partner Sexual Violence: An Exploratory Study on Sexual Victimization Profiles Among Survivors of Intimate Partner Violence in France. *Violence Against Women*, *30*(8), 1731–1759. https://doi.org/10.1177/10778012241238241

Santoso, T., & Satria, H. (2023). Sexual-Violence Offenses in Indonesia: Analysis of the Criminal Policy in the Law Number 12 of 2022. *Padjadjaran Jurnal Ilmu Hukum*, *10*(1), 59–79. https://doi.org/10.22304/pjih.v10n1.a4

Schipani-Mclaughlin, A. M., Gilmore, A. K., Salazar, L. F., Potter, S. J., Stapleton, J. G., & Orchowski, L. M. (2024). Advancing a Comprehensive Multilevel Approach to Sexual Violence Prevention Using Existing Efficacious Programs. *Journal of Forensic Nursing*, *20*(1), 20–29. https://doi.org/10.1097/JFN.0000000000000457

Shelby, R. (2023). Technology, Sexual Violence, and Power-Evasive Politics: Mapping the Anti-violence Sociotechnical Imaginary. *Science Technology and Human Values*, *48*(3), 552–581. https://doi.org/10.1177/01622439211046047

Simamora, A. H., Agustini, K., Sudatha, I. G. W., & Suartama, I. K. (2024). Enhancing teaching materials development course with the ICARE learning model in e-learning. *Journal of Education and Learning*, *18*(4), 1543–1552. https://doi.org/10.11591/edulearn.v18i4.21304

Siregar, W. Z. B., & Prihatini, E. S. (2024). Passing the Sexual Violence Crime Law in Indonesia: Reflection of a Gender-Sensitive Parliament? *Politics and Governance*, *12*. https://doi.org/10.17645/pag.8245

Smith, L., Swartz, P., & Irvin-Erickson, Y. (2024). "Information is power:" Promoting a Safer Environment for College Students to Report Sexual Violence. *Journal of School Violence*, *23*(1), 30–42. https://doi.org/10.1080/15388220.2023.2264178

Suardi. (2025). Discussion of Power Relations, Disability Perspectives, Anti-Violence, and Human Rights to Prevent Sexual Violence Against Students. *Journal of Social Studies Education Research*, *16*(1), 217–242. https://www.jsser.org/index.php/jsser/article/view/6125/726

Suardi, Hashim, S. Bin, Sadeli, E. H., Nursalam, Nur, R., Nur, H., Mutiara, I. A., & Ramlan, H. (2024a). Sexual Violence Prevention and Handling Education Services: Analysis of Student Knowledge in Higher Education. *Indonesian Annual Conference Series*, *1*(3), 278–287. https://www.ojs.literacyinstitute.org/index.php/iacseries/article/view/1517

Suardi, Nursalam, Nur, R., & Nu, H. (2024b). Equality of Rights and Accessibility Policy Interventions as Prevention of Sexual Violence against Persons with Disabilities: A Mixed Method Study. *Journal of Ecohumanism*, *3*(6), 1931–1945. https://doi.org/10.62754/joe.v3i6.4149

Suardi, S., Hashim, S. Bin, Nursalam, N., Nur, R., Nur, H., Firdaus, F., & Israpil, I. (2023). Preventing Sexual Violence Against Students Through Structural Policy Interventions of Justice and Gender Equality. *JED (Jurnal Etika Demokrasi)*, *8*(4), 581–590. https://doi.org/10.26618/jed.v8i4.13376

Tran, G., Forbes-Mewett, H., Tran, L. T., Hach, M., & Tarzia, L. (2024). Help-Seeking After Intimate Partner or Sexual Violence: Exploring the Experiences of International Student Women in Australia. *Violence Against Women*. https://doi.org/10.1177/10778012241247198

Vrankovich, S., Hamilton, G., & Powell, A. (2024). Young adult perspectives on sexuality education in Australia: implications for sexual violence primary prevention. *Sex Education*. https://doi.org/10.1080/14681811.2024.2367216

Warrington, C., Benchekroun, R., Millar, H., Whittington, E., Bradley, L., Elizabeth, M., Hamilton, C. J., Howard, K., Poingdestre, E., & Walker, K. (2024a). Participation for protection: New perspectives on the value of young people's involvement in research addressing sexual violence. *Childhood*, *31*(3), 349–368. https://doi.org/10.1177/09075682241269720

Warrington, C., Langhoff, K., & Warnock, B. (2024b). The role of arts-based methods in supporting safe and participatory research addressing sexual violence with young people. *Health Education Journal*. https://doi.org/10.1177/00178969241299750

Wood, B., & Fabian, S. (2024). "You're Never Really Safe": Exploring UK Mothers' and Young Women's Perceptions of Sexual Violence Risk. *Violence Against Women*. https://doi.org/10.1177/10778012241289434

Wood, L., PettyJohn, M. E., Schrag, R. V, Caballero, R., Temple, J. R., & Baumler, E. (2023). "Even Through Text, there is that Connection": User Experiences on Chat and Text Hotlines for Intimate Partner Violence and Sexual Assault. *Journal of Family Violence*. https://doi.org/10.1007/s10896-023-00646-z