

## **Digital Prevention Education and Anti-Violence Campus Culture in Indonesian Higher Education: Students' Perceptions of Online Socialization, Training, and Awareness Initiatives**

Suardi <sup>1</sup>, Rahmat Nur <sup>2</sup>, Nursalam <sup>3</sup>, Shahrin Bin Hashim <sup>4</sup>, Herdianty Ramlan <sup>5</sup>, Indah Ainun Mutiara <sup>6</sup>, Hasruddin Nur <sup>7</sup>

### **Abstract**

Sexual violence prevention in Indonesian higher education requires institutional approaches that move beyond reactive policy compliance toward visible, educational, and culturally embedded action. This study examined students' perceptions of online socialization, training, and awareness initiatives as components of digital prevention education and anti-violence campus culture. Anti-violence campus culture is understood as a shared campus environment characterized by prevention literacy, policy visibility, inclusivity, safe participation, and collective responsibility in preventing sexual violence. An explanatory sequential mixed-methods design was employed across six Indonesian higher education institutions. The quantitative phase analyzed student responses to prevention-related indicators using descriptive statistics and SmartPLS 4, while the qualitative phase used thematic analysis to explain how participants interpreted the preventive and cultural value of digital initiatives. The findings revealed consistently high levels of agreement, ranging from 86.01% to 90.12%, suggesting that students perceived online initiatives as meaningful mechanisms for strengthening sexual violence prevention. The strongest dimensions were annual digital program planning, digital socialization of policies and programs, and value-based awareness promotion, whereas online training and digital documentation were perceived as slightly less consolidated. Qualitative findings further showed that students associated digital initiatives with increased literacy, wider access to prevention information, sustained awareness, inclusivity, and a safer campus environment. These findings indicate that digital prevention education should not be understood merely as information transfer, but as a potential mechanism for cultural assimilation through which institutional messages, preventive values, and anti-violence norms become more visible in campus life. The study contributes to the literature by linking digital prevention education, student perceptions, and anti-violence campus culture within the Indonesian higher education context.

**Keywords:** *Sexual Violence Prevention; Indonesian Higher Education; Anti-Violence Campus Culture; Digital Prevention Education; Student Perceptions*

<sup>1</sup> Dr. Universitas Muhammadiyah Makassar, Indonesia. [suardi@unismuh.ac.id](mailto:suardi@unismuh.ac.id)

<sup>2</sup> M.Pd. Universitas Lambung Mangkurat, Indonesia. [rahmat.nur@ulm.ac.id](mailto:rahmat.nur@ulm.ac.id)

<sup>3</sup> Prof. Dr. Universitas Muhammadiyah Makassar, Indonesia. [nursalam.h@unismuh.ac.id](mailto:nursalam.h@unismuh.ac.id)

<sup>4</sup> M.Ed. Universiti Teknologi Malaysia, Malaysia. [p-sharin@utm.my](mailto:p-sharin@utm.my)

<sup>5</sup> Dr. Universitas Muhammadiyah Makassar, Indonesia. [herdianty@unismuh.ac.id](mailto:herdianty@unismuh.ac.id)

<sup>6</sup> Dr. Universitas Muhammadiyah Makassar, Indonesia. [indahainun@unismuh.ac.id](mailto:indahainun@unismuh.ac.id)

<sup>7</sup> Dr. Universitas Negeri Makassar, Indonesia. [hasruddin.nur@unm.ac.id](mailto:hasruddin.nur@unm.ac.id)

## **Introduction**

Sexual violence in higher education has become a major institutional concern because universities are expected to provide not only academic instruction but also safe, equitable, inclusive, and accountable learning environments. Recent scholarship shows that campus sexual violence extends beyond isolated incidents to include harassment, coercion, abuse of authority, technology-facilitated harm, and failures in prevention and response, all of which can undermine students' educational participation and psychosocial well-being (Ali, 2026; D'Enbeau, 2025; Fielding-Miller et al., 2021; Johansson et al., 2024; Jones et al., 2025; McCall et al., 2024). The problem is further shaped by unequal power relations, gendered norms, and campus cultures that normalize silence, ambiguity, procedural uncertainty, or institutional avoidance (Jeffrey, 2024; McCann & Sharp, 2025; Podreka, 2024; Smrdelj et al., 2024; Suardi, 2025). Research also indicates that students' perceptions of safety and reporting are strongly influenced by the visibility, accessibility, and credibility of institutional policies and support systems, suggesting that prevention is fundamentally a matter of institutional design rather than moral messaging alone (Lai et al., 2024; McMahon et al., 2023; Smith et al., 2024; Soenarto-Putri et al., 2024).

The urgency of this issue is intensified by the unequal ways in which sexual violence is experienced across student populations. Vulnerability, disclosure, help-seeking, and institutional trust are shaped by disability, sexuality, gender identity, race, social status, and migration status, meaning that formal policy commitments do not automatically ensure equitable protection or support (Bestmann-Smith et al., 2026; Gewirtz-Meydan et al., 2026; Linder et al., 2025; Turner, 2024). Sexual violence is also associated with depression, anxiety, distress, and reduced life satisfaction among university students, reinforcing that prevention is inseparable from the broader educational mission of inclusion and well-being (Johansson et al., 2024). Yet campus responses often remain reactive, fragmented, and overly dependent on post-incident reporting, whereas effective prevention requires sustained education, collective norm formation, accessible communication, and visible institutional accountability (Coker et al., 2025; Hoxmeier et al., 2024; Schipani-McLaughlin et al., 2024; Setianingrum et al., 2026).

In the Indonesian higher education context, the prevention of sexual violence is shaped by a complex interaction between regulation, institutional governance, cultural norms, and students' willingness to disclose sensitive experiences. The establishment of sexual violence prevention and response mechanisms, including programs implemented by the Task Force for the Prevention and

Response to Violence in Higher Education (TF-PVRHE), has provided a formal institutional framework for addressing sexual violence in higher education institutions. However, the implementation of these mechanisms remains affected by cultural sensitivity surrounding sexuality, reluctance to discuss sexual matters openly, fear of stigma, concerns about institutional reputation, and unequal power relations between students, lecturers, administrators, and campus authorities (Nursyifa et al., 2026; Setianingrum et al., 2026; Soenarto-Putri et al., 2024; Suardi, 2025; Toyibah & Riyani, 2025). Indonesian studies further show that prevention requires not only legal and institutional frameworks, but also education services, accessibility, rights-based protection, and communication strategies that make students aware of available policies and support mechanisms (Helminsyah et al., 2025; Suardi et al., 2024a; Suardi et al., 2024b; Suardi et al., 2026). These conditions indicate that the Indonesian case is not merely an administrative setting for prevention policy, but a culturally situated context in which institutional messages must be translated into trusted, understandable, and socially meaningful forms.

A central problem therefore emerges: although many universities have established regulations, task forces, complaint channels, and formal commitments to sexual violence prevention, these mechanisms do not necessarily translate into shared understanding, preventive behavior, or an anti-violence campus culture in everyday campus life (D'Enbeau, 2025; Fasanmi & Seyama, 2024; Gretgrix & Farmer, 2026; McCall et al., 2024; McMahon et al., 2023; Nursyifa et al., 2026). Prevention efforts are weakened when students do not know where to obtain information, do not trust institutional resources, or do not perceive educational interventions as relevant to their daily interactions and peer environments (Gunby et al., 2025; Lai et al., 2024; Liddell et al., 2024; Smith et al., 2024). This challenge is especially significant in digitally saturated university settings, where messages about sexuality, consent, violence, reporting, and institutional responsibility circulate through online platforms and peer networks more rapidly than through conventional institutional channels (Champion et al., 2022; Monteiro et al., 2024; Ringrose et al., 2025; Schwab-Reese et al., 2025). Universities therefore face the task of translating formal commitments into preventive learning systems that students can actually encounter, understand, trust, and regard as meaningful. In this study, anti-violence campus culture refers to a shared institutional and educational environment in which members of the university community recognize sexual violence as unacceptable, understand prevention and response procedures, support inclusive and respectful interaction, reject victim blaming and silence, and participate in collective responsibility for

campus safety. This concept is broader than the existence of policies or reporting channels. It includes the normalization of anti-violence values, the visibility of institutional commitment, the accessibility of prevention information, and the internalization of respectful conduct in everyday academic and social relations. Therefore, anti-violence campus culture is not formed merely through information transfer, namely the distribution of rules, procedures, or campaign messages. Rather, it requires cultural assimilation, in which institutional messages are gradually absorbed into students' awareness, attitudes, peer norms, and daily practices. This distinction is crucial because universities may successfully disseminate information without necessarily producing a shared anti-violence culture.

The literature proposes comprehensive and multilevel prevention systems that integrate policy, education, communication, bystander engagement, and campus culture. Prevention is more effective when universities combine curricular and co-curricular learning, repeated awareness efforts, digital communication, and visible institutional accountability rather than relying on one-time campaigns or symbolic compliance (Lederer et al., 2023; Makhaye & Dlamini, 2024; Schipani-McLaughlin et al., 2024; Vrankovich et al., 2025). Bystander research likewise shows that prevention depends on whether students recognize warning signs, perceive opportunities to act, and inhabit peer environments that support intervention rather than silence (Hetzel-Riggin et al., 2025; Hoxmeier et al., 2024; McMahon, 2024). In this perspective, prevention is not merely a regulatory function but an educational and cultural process through which campuses shape knowledge, peer norms, and shared anti-violence values.

Within this broader framework, two preventive strategies are particularly relevant. First, curricular and educational interventions can improve students' understanding of the causes and dynamics of sexual violence, strengthen confidence in discussing the issue, and challenge beliefs that normalize rape myths, coercion, or gendered harm (Lederer et al., 2023; Liddell et al., 2024; Sheffield et al., 2025). Related scholarship emphasizes that sexuality education and preventive literacy should be embedded within educational systems so that students can connect institutional policy with everyday conduct, consent, and mutual responsibility (Helminsyah et al., 2025; Herlina et al., 2025; Makhaye & Dlamini, 2024; Vrankovich et al., 2025). Second, digital and mediated formats have been shown to expand reach, standardize messaging, and improve accessibility through text-based interventions, mobile applications, learning platforms, online training, and other digital tools (Anderson et al., 2021, 2024; Bulovec & Eman, 2025; Lee & Lee, 2025; Oh & Ahn, 2025). At the

same time, digitalization is not inherently emancipatory, as digital spaces may also reproduce harmful myths, exclusion, hostile discourse, victim blaming, or new forms of abuse when disconnected from institutional trust and culturally responsive communication (Champion et al., 2022; Crowley, 2026; Hanashiro, 2025; Ji, 2025; Mendes et al., 2025; Monteiro et al., 2024; Palomino-Manjón, 2025; Parekh et al., 2026; Sarkar & Sinha-Roy, 2025). The critical issue, therefore, is not digitalization itself, but whether digital initiatives function as credible, accessible, student-centered, and culturally meaningful forms of prevention education.

Despite this growing literature, an important gap remains. Existing research has extensively examined prevalence, disclosure barriers, policy frameworks, bystander programs, digital harms, and institutional responses, but relatively few studies have focused on how students perceive online socialization, training, and awareness initiatives as mechanisms for cultivating an anti-violence campus culture in Indonesian higher education. Much of the scholarship concentrates either on formal policy and reporting systems or on specific intervention models without fully connecting them to the cultural work of norm formation in digitally mediated campus environments (Ali, 2026; Barter et al., 2025; D'Enbeau, 2025; Hoxmeier et al., 2024; Lederer et al., 2023; McCall et al., 2024; McMahon et al., 2023; Ringrose et al., 2025). Although information access, trust, and communication visibility are recognized as central to campus safety, the student perspective on how online initiatives move from information transfer toward cultural assimilation remains underexamined, particularly in contexts where discussions of sexuality and disclosure are culturally sensitive (Lai et al., 2024; Setianingrum et al., 2026; Smith et al., 2024).

The present study addresses this gap by positioning digital prevention education not as an auxiliary communication practice but as a core institutional mechanism for shaping anti-violence campus culture in Indonesian higher education. It examines how students perceive online socialization, training, and awareness initiatives as components of digital prevention education and anti-violence campus culture. Specifically, the study is guided by the following research questions:

RQ1. To what extent are digital prevention and education programs associated with online prevention and response training and anti-violence campus culture in Indonesian higher education?

RQ2. To what extent is digital socialization of policies and programs associated with online prevention and response training and anti-violence campus culture?

RQ3. How do students and institutional actors interpret the contribution of online socialization, training, and awareness initiatives to sexual violence prevention and anti-violence campus culture?

RQ4. How do qualitative findings explain the quantitative relationships among digital prevention education, policy socialization, online training, and anti-violence campus culture?

By addressing these questions, the study contributes to a more integrated understanding of how universities may use digital educational initiatives to move beyond reactive governance and information dissemination toward a more visible, participatory, inclusive, and culturally embedded model of campus safety.

### **Literature Review**

The literature on sexual violence in higher education demonstrates that the issue is not merely an individual or episodic problem, but an institutional, cultural, pedagogical, and communicative one. Universities are expected to provide safe and equitable learning environments, yet campus sexual violence continues to appear in forms such as harassment, coercion, abuse of authority, technology-facilitated harm, and institutional failures in prevention and response (Ali, 2026; D'Enbeau, 2025; Fielding-Miller et al., 2021; Johansson et al., 2024; Jones et al., 2025; McCall et al., 2024). Scholars further note that unequal power relations, gender norms, and campus cultures of silence or ambiguity can normalize harmful conduct and weaken students' trust in institutional systems (McCann & Sharp, 2025; Podreka, 2024; Smrdelj et al., 2024; Suardi, 2025). In this respect, prevention must be understood as a matter of institutional design, policy visibility, cultural credibility, and educational communication rather than moral messaging alone (Lai et al., 2024; McMahon et al., 2023; Smith et al., 2024; Soenarto-Putri et al., 2024).

The literature also emphasizes that sexual violence is experienced unevenly across student populations. Vulnerability, disclosure, help-seeking, and access to support are shaped by disability, sexuality, gender identity, race, migration status, religion, and social location, meaning that formal policy commitments do not automatically translate into equitable protection (Bestmann-Smith et al., 2026; Gewirtz-Meydan et al., 2026; Linder et al., 2025; Turner, 2024). Research on institutional credibility and epistemic injustice further shows that prevention systems may remain exclusionary when materials, procedures, language, and support pathways are not designed for diverse users (Bower, 2026; Jones, 2025; Mason & Shankar, 2024; McSpadden, 2025). Policy-

oriented studies similarly stress that clear regulations and complaint mechanisms are necessary but insufficient when implementation is weak, poorly communicated, or culturally disconnected from students' everyday experiences (McMahon et al., 2023; Nursyifa et al., 2026; Soenarto-Putri et al., 2024). Taken together, these studies indicate that prevention depends not only on the existence of institutional rules, but also on whether these rules are translated into accessible, trusted, and meaningful educational practices.

Within the Indonesian higher education context, this problem is particularly significant because sexual violence prevention is shaped by legal reform, institutional policy, cultural sensitivity, and contested public meanings of sexuality. Government regulations and campus-based TF-PVRHE initiatives have provided universities with a formal structure for prevention and response, yet implementation is still challenged by stigma, fear of disclosure, concern for institutional reputation, hierarchical power relations, and the tendency to treat sexuality as a sensitive or private matter (Nursyifa et al., 2026; Setianingrum et al., 2026; Soenarto-Putri et al., 2024; Suardi, 2025; Toyibah & Riyani, 2025). Indonesian scholarship also shows that prevention must be linked to education services, accessibility, disability rights, human rights, and culturally appropriate communication because students' knowledge of sexual violence prevention and handling is strongly shaped by institutional learning opportunities (Helminsyah et al., 2025; Suardi et al., 2024a; Suardi et al., 2024b; Suardi et al., 2026). Recent Indonesian evidence also shows that students' sexual violence prevention behavior is shaped by knowledge, institutional support, and prevention-related awareness, indicating the importance of educational and communicative strategies in higher education contexts (Salim et al., 2026). Therefore, the Indonesian context requires an approach that goes beyond formal compliance and considers how prevention messages are understood, trusted, and internalized by students.

Comparative scholarship from Asian contexts further indicates that sexual violence prevention and survivor responses are shaped by sociocultural norms, gender relations, stigma, institutional conditions, and the social acceptability of discussing sexual harm. Research from India, for example, shows that sexual and gender-based violence in higher education is embedded within broader institutional and sociocultural conditions, while studies of technology-facilitated sexual violence demonstrate how survivor experiences and responses are influenced by gendered and intersectional contexts (Dey, 2026; Sarkar & Sinha-Roy, 2025). These perspectives are relevant to Indonesian higher education because they suggest that prevention cannot be reduced to policy

dissemination. Instead, prevention requires culturally situated strategies that make institutional messages understandable, socially legitimate, and practically useful for students who may otherwise remain reluctant to disclose violence because of stigma, fear, or uncertainty.

This perspective is reinforced by scholarship on prevention education. Increasingly, researchers argue that sexual violence prevention should be embedded in educational processes that shape knowledge, attitudes, values, and norms over time rather than relying on one-time awareness campaigns. Curricular and co-curricular interventions have been shown to improve students' understanding of the causes and dynamics of sexual violence, reduce misconceptions, and foster more critical perspectives on consent, coercion, and gendered harm (Lederer et al., 2023; Liddell et al., 2024; Sheffield et al., 2025). Related work also emphasizes that sexuality education and preventive literacy are important for shifting campus responses from reactive case handling to proactive norm formation and collective responsibility (Helminsyah et al., 2025; Makhaye & Dlamini, 2024; Vrankovich et al., 2025). Gender awareness can be strengthened through curricular integration, institutional support, and culturally responsive teaching (Agabekova et al., 2025). Within the Indonesian context, institutional education services have likewise been associated with stronger student knowledge regarding the prevention and handling of sexual violence (Suardi et al., 2024b).

Bystander intervention research extends this educational perspective by showing that prevention is closely tied to peer norms and everyday student interaction. Students are more likely to intervene when they recognize risk, perceive responsibility, and believe that intervention is socially supported (Hetzel-Riggin et al., 2025; Hoxmeier et al., 2024). Evaluations of bystander programs suggest that such interventions can reduce violence, but their effectiveness depends on implementation quality, student engagement, reinforcement, and the broader campus environment in which anti-violence norms are made visible and socially acceptable (Barter et al., 2025; Clear et al., 2025; Coker et al., 2025). This body of work is important because it positions prevention as a cultural process in which students learn not only what sexual violence is, but also how they are expected to recognize, reject, report, and respond to it.

Digitalization has become a central theme in contemporary discussions of sexual violence prevention and response. On one hand, researchers have documented the expansion of technology-facilitated sexual violence, including online harassment, image-based abuse, deepfake exploitation, digital coercion, and digitally mediated victim blaming, all of which complicate

conventional prevention approaches (Champion et al., 2022; Crowley, 2026; Ji, 2025; Monteiro et al., 2024; Sarkar & Sinha-Roy, 2025). Harmful online interactions, including harassment and exclusion, indicate the need for stronger digital prevention and response systems in universities (Mahasneh et al., 2024). On the other hand, digital tools have created new opportunities for online education, safety communication, help-seeking, reporting support, and institutional outreach. Studies on smartphone applications, text-delivered interventions, mobile safety tools, online reporting resources, and digital prevention education suggest that digital formats can expand access, standardize messaging, and make violence-related information more immediate and user-centered (Anderson et al., 2021, 2024; Bulovec & Eman, 2025; Lee & Lee, 2025). Quasi-experimental evidence also indicates that digital prevention education can improve knowledge and self-protective behavior when intentionally designed and aligned with users' needs (Oh & Ahn, 2025).

However, digitalization should not be treated as a technological fix. Poorly designed systems may reproduce exclusion, fail to build trust, or remain disconnected from meaningful institutional support (García-Mingo et al., 2025). Research on digital discourse additionally shows that online spaces can amplify victim blaming, hostile narratives, secondary victimization, misogynistic discourse, and symbolic violence, even while creating opportunities for solidarity, disclosure, and activism (Hanashiro, 2025; Mendes et al., 2025; Palomino-Manjón, 2025; Parekh et al., 2026; Schwab-Reese et al., 2025). Accordingly, digital prevention education must be evaluated not only in terms of reach, frequency, or technical accessibility, but also in terms of credibility, inclusivity, cultural relevance, and its capacity to sustain anti-violence meanings within campus culture.

A crucial distinction must therefore be made between information transfer and cultural assimilation. Information transfer refers to the dissemination of policies, procedures, campaign materials, reporting channels, and training content through digital media. It is necessary because students cannot use or trust systems that they do not know exist. However, information transfer alone does not guarantee cultural change. Cultural assimilation refers to the gradual internalization of anti-violence values into students' knowledge, attitudes, peer norms, and everyday campus practices. Digital prevention education should also promote responsible participation, ethical communication, and appropriate online conduct (Boonlab & Pasitpakakul, 2023). In this sense, digital prevention education becomes culturally significant when students do not merely receive information, but begin to interpret institutional messages as relevant to their own conduct, safety,

responsibility, and participation in campus life. This distinction is central to understanding why online socialization, training, and awareness initiatives should be examined not only as communication tools, but also as possible mechanisms of anti-violence culture formation.

In this study, anti-violence campus culture is defined as a shared institutional and social environment in which university members recognize sexual violence as unacceptable, understand prevention and response mechanisms, support survivors and potential victims, reject silence and victim blaming, promote inclusivity and gender justice, and participate in collective responsibility for safety. This definition emphasizes that campus culture is not equivalent to the presence of policies alone. Rather, it includes the visibility of institutional commitment, the accessibility of prevention knowledge, the legitimacy of reporting and support systems, and the normalization of respectful and non-violent interaction. From this perspective, an anti-violence campus culture is produced through the interaction between policy, education, communication, training, peer norms, and institutional accountability.

Despite these advances, an important gap remains. Existing scholarship has richly examined prevalence, policy frameworks, bystander interventions, survivor support, disclosure barriers, institutional governance, and digital harms, yet fewer studies integrate these strands by focusing on how students perceive online socialization, training, and awareness initiatives as mechanisms for building anti-violence campus culture in higher education. Much of the literature concentrates on governance, survivor support, or intervention outcomes in isolation, without sufficiently examining how students interpret digitally delivered preventive initiatives as part of the everyday cultural infrastructure of campus safety (Coker et al., 2025; D'Enbeau, 2025; Gretgrix & Farmer, 2026; Liddell et al., 2024; McCall et al., 2024; McMahon et al., 2023). This gap is particularly important in Indonesia, where formal TF-PVRHE mechanisms have developed alongside cultural challenges related to silence, stigma, hierarchy, and uncertainty in discussing sexual violence.

The reviewed literature nevertheless provides a strong basis for such an inquiry. Sexual violence in universities is widely recognized as an institutional and cultural problem requiring more than reactive response systems (Fielding-Miller et al., 2021; Johansson et al., 2024; Jones et al., 2025; McCann & Sharp, 2025). Prevention scholarship demonstrates that education, bystander engagement, and sustained communication are central to changing norms and conduct (Barter et al., 2025; Hoxmeier et al., 2024; Lederer et al., 2023; Sheffield et al., 2025). Digital scholarship shows that online platforms can either reinforce harmful environments or function as accessible

preventive pathways, depending on institutional design and credibility (Anderson et al., 2024; Lee & Lee, 2025; Oh & Ahn, 2025; Parekh et al., 2026). Research on trust and information further suggests that students' perceptions are crucial because they shape whether institutional initiatives are viewed as visible, relevant, legitimate, and safe (Gunby et al., 2025; Lai et al., 2024; Linder et al., 2025; Smith et al., 2024; Turner, 2024). On this basis, the present study positions online socialization, training, and awareness initiatives as a critical yet underexamined mechanism through which universities may strengthen digital prevention education and cultivate anti-violence campus culture in Indonesian higher education.

## **Method**

### **Research Design**

This study employed an explanatory sequential mixed-methods design. In this design, the quantitative phase was conducted first to identify patterns in students' perceptions of digital prevention education, online socialization, online prevention and response training, and anti-violence campus culture. The qualitative phase was then conducted to explain and deepen the interpretation of the quantitative findings. This design was appropriate because sexual violence prevention in higher education involves not only measurable perceptions but also institutional meaning, educational interpretation, cultural experience, and students' understanding of digital prevention initiatives. Mixed-methods research is widely used when investigators seek to identify empirical tendencies and then clarify how participants understand them within lived and organizational contexts (Busza et al., 2021; Krahé, 2024). Explanatory sequential designs have likewise been applied in violence-related research to move from pattern identification toward grounded explanations of meaning, vulnerability, reporting, and institutional implications (Anderson et al., 2021; Medina et al., 2026).

The study adopted a pragmatic approach because the research questions required both quantitative and qualitative evidence. The quantitative strand addressed the extent to which digital prevention and education programs and digital socialization of policies and programs were associated with online prevention and response training and anti-violence campus culture. The qualitative strand addressed how students and institutional actors interpreted the preventive and cultural value of online socialization, training, and awareness initiatives. The integration of both strands was intended to explain how statistical relationships among the variables were reflected in participants'

narratives about prevention literacy, policy visibility, accessibility, inclusivity, and campus safety. This orientation is consistent with methodological work in sexual violence research emphasizing that numerical evidence provides explanatory breadth, whereas qualitative evidence offers contextual detail and interpretive nuance regarding institutional processes (Lederer et al., 2023; Parkes et al., 2023).

### **Research Group/Participants**

The study was conducted across six purposively selected higher education institutions in Indonesia. The selected institutions consisted of three public universities and three private universities. The public universities were Universitas Negeri Makassar, Universitas Hasanuddin, and Universitas Lambung Mangkurat. The private universities were Universitas Muhammadiyah Makassar, Universitas Bosowa, and Universitas Sawerigading. These institutions were selected to capture variation in institutional type, governance context, digital communication practices, and implementation conditions related to sexual violence prevention and response. The selection was not intended to produce national statistical representativeness, but to capture institutional heterogeneity relevant to digital prevention education and anti-violence campus culture (Clear et al., 2025).

The quantitative participants were students enrolled in the six participating universities. Students were selected because they are the primary recipients of digital prevention education and central actors in the formation of campus culture. The inclusion criteria for the quantitative phase were: being an active student at one of the participating universities, having access to the online survey, being willing to participate voluntarily, and providing informed consent. Students who were not enrolled in the participating institutions or who submitted incomplete responses were excluded from the analysis. The final quantitative sample consisted of 243 students. Of these participants, 42 students (17.3%) were male and 201 students (82.7%) were female. The participants were enrolled across the first to eighth semesters, indicating representation from different stages of undergraduate study.

For the qualitative strand, 30 key informants were selected purposively. They consisted of student representatives, task force members, and program coordinators who had direct knowledge of prevention communication, online socialization, digital training, and institutional implementation of sexual violence prevention programs. The selection of qualitative informants followed several criteria: direct involvement in or exposure to TF-PVRHE-related prevention initiatives; knowledge

of online socialization, training, or awareness programs; representation of both public and private universities; willingness to participate in interviews or focus group discussions; and ability to provide reflective explanations of how digital initiatives were perceived and implemented. This sampling strategy was intended to ensure that the qualitative data were obtained from participants who could explain not only whether digital initiatives were visible, but also how they were interpreted within institutional and cultural contexts (Gewirtz-Meydan et al., 2026; Rieger et al., 2025).

### **Data Collection Tools**

The quantitative data were collected using a 32-item Likert-type questionnaire measured on a five-point scale, ranging from strong disagreement to strong agreement. The questionnaire was developed to capture constructs related to digital governance and sexual violence prevention in higher education. Instrument development was informed by policy frameworks on sexual violence prevention and response, campus climate and institutional governance research, and literature on digital interventions and educational service systems (Ali, 2026; Compton et al., 2024; McMahon et al., 2023; Soenarto-Putri et al., 2024). For the present article, the analysis focused on four main constructs: Digital Prevention and Education Programs, Digital Socialization of Policies and Programs, Online Prevention and Response Training, and Anti-Violence Campus Culture.

The indicators analyzed in this article included annual digital TF-PVRHE program planning, learning management system-based training and education, periodic webinars or online sessions, digital public awareness campaigns, digital socialization of policies and programs, digital archives of socialization materials, digital promotion of anti-violence and inclusivity values, digital documentation of anti-violence culture implementation, online training on prevention, and online training on response. These indicators were selected because they directly reflected the study's focus on online socialization, training, and awareness initiatives as components of digital prevention education and anti-violence campus culture.

The qualitative data were collected using semi-structured interview and focus group discussion guides. The qualitative instruments were designed to explore participants' interpretations of online prevention initiatives, the visibility of digital socialization efforts, the perceived educational value of online training, and the relationship between awareness programs and campus norms. The guiding questions encouraged participants to explain how digital initiatives shaped prevention literacy, access to information, institutional trust, inclusivity, safe campus orientation, and

readiness to respond to sexual violence. Semi-structured interviews enabled participants to provide detailed individual interpretations, while focus group discussions allowed collective meanings and shared perceptions to be explored across institutional contexts (Warrington et al., 2025).

### **The Data Collection Process**

Quantitative data were collected from March 1 to June 10, 2025. The survey was administered online using Google Forms, which enabled accessible digital distribution across the six participating higher education institutions. The use of an online survey platform was methodologically appropriate because the study examined digitally mediated preventive communication and students' exposure to online socialization, training, and awareness initiatives (Anderson et al., 2024; Bulovec & Eman, 2025; Oh & Ahn, 2025). Before completing the questionnaire, participants received information about the purpose of the study, voluntary participation, anonymity, and the confidential use of data.

The qualitative phase was conducted from June 15 to August 31, 2025. This phase followed the quantitative phase and was designed to explain the statistical patterns identified in the survey results. Semi-structured interviews and focus group discussions were conducted with 30 key informants. Individual interviews lasted approximately 45 to 60 minutes and explored participants' interpretations of online prevention initiatives, policy socialization, digital training, awareness campaigns, and anti-violence campus culture. Focus group discussions were used to clarify emergent themes, examine shared perceptions, and explore how preventive terminology and digital practices were interpreted across campus contexts. In explanatory sequential research, qualitative follow-up is used not to repeat survey findings mechanically, but to enrich their interpretation and explain why particular statistical patterns may occur (Busza et al., 2021; Lederer et al., 2023).

All procedures followed standard ethical principles for research on sensitive topics. Research permission and ethical clearance were obtained from the relevant institutional authorities before data collection. Participation was voluntary, informed consent was obtained in both phases, and participants were informed that they could withdraw at any stage. The survey was anonymous, and interview and focus group data were anonymized during transcription and analysis. These safeguards are consistent with methodological guidance in sexual violence research, which emphasizes confidentiality, participant safety, trauma awareness, and protection from harm as conditions of ethical rigor (Krahé, 2024; Warrington et al., 2024). No financial or material incentives were provided to participants, and participation remained entirely voluntary.

### **Data Analysis Techniques**

Quantitative data were analyzed using descriptive statistics and structural equation modeling with SmartPLS 4. Descriptive statistics were used to examine students' level of agreement with indicators related to digital prevention education, online socialization, online training, awareness initiatives, and anti-violence campus culture. The analysis reported the percentage of agreement, percentage of strong agreement, neutral responses, disagreement, total agreement, and mean scores for each indicator.

The measurement model was then assessed to evaluate construct reliability and validity. Cronbach's alpha and composite reliability were used to assess internal consistency, while average variance extracted was used to assess convergent validity. Discriminant validity was examined using heterotrait-monotrait values. After the measurement model was assessed, the structural model was analyzed to examine the relationships among Digital Prevention and Education Programs, Digital Socialization of Policies and Programs, Online Prevention and Response Training, and Anti-Violence Campus Culture. The structural model was subsequently assessed using path coefficients, t-values, p-values, coefficients of determination ( $R^2$ ), effect sizes ( $f^2$ ), specific indirect effects, and total effects. Effect sizes ( $f^2$ ) were interpreted using conventional thresholds of .02, .15, and .35 for small, medium, and large effects, respectively (Hair et al., 2022). The measurement and structural model assessment followed established PLS-SEM guidelines (Hair et al., 2022; Henseler et al., 2015).

Qualitative data were analyzed using thematic analysis. The analysis followed several stages. First, interview and focus group data were transcribed and read repeatedly to achieve familiarity with the participants' accounts. Second, initial codes were generated from statements related to digital prevention education, policy visibility, online training, accessibility, awareness, institutional trust, inclusivity, and campus safety. Third, similar codes were grouped into broader categories. Fourth, these categories were developed into themes that reflected recurring meanings in the data. Fifth, the themes were reviewed by comparing them across participants and institutional contexts. Sixth, each theme was named and defined. Seventh, representative participant quotations were selected to illustrate each theme. Finally, the themes were interpreted in relation to the quantitative findings, particularly the statistical importance of digital socialization, online training, and anti-violence campus culture.

Mixed-methods integration occurred at the interpretation stage. The qualitative findings were used to explain the institutional and cultural meanings underlying the quantitative patterns. For example, the quantitative finding that Digital Socialization of Policies and Programs had the strongest relationship with Online Prevention and Response Training and Anti-Violence Campus Culture was interpreted alongside qualitative themes concerning policy visibility, repeated communication, accessibility of information, and students' perception of institutional seriousness. This integration allowed the study to move beyond statistical association by explaining how students understood online initiatives as mechanisms of prevention literacy, awareness formation, inclusivity, and cultural assimilation. This integration strengthened the interpretive coherence of the mixed-methods design by connecting quantitative patterns with qualitative explanations of their institutional and cultural meanings (Huntley et al., 2020; Krahé, 2024; Lederer et al., 2023). Validity and trustworthiness were addressed at the level of each strand and at the level of the integrated design. For the quantitative component, validity was supported through theory-informed instrument development, construct-based measurement, and model assessment procedures including reliability, convergent validity, and discriminant validity checks (Chiu et al., 2025; Compton et al., 2024; McMahon et al., 2023). For the qualitative component, trustworthiness was strengthened through purposive recruitment of knowledgeable participants, triangulation across interviews and focus group discussions, comparison of themes across institutional contexts, and the use of representative quotations. At the mixed-methods level, validity depended on the coherence between the quantitative trends, qualitative explanations, and the conceptual framework that positioned digital prevention education as part of anti-violence campus culture.

### **Findings**

The findings indicate that students perceived online socialization, training, and awareness initiatives as important components of sexual violence prevention and anti-violence campus culture in Indonesian higher education. Across the prevention-related indicators examined, total agreement remained consistently high, ranging from 86.01% to 90.12%. This pattern suggests that students generally viewed digital prevention education as a visible and meaningful part of campus prevention efforts. However, these results should be interpreted as perception-based evidence rather than direct evidence of behavioral change. Overall, the descriptive, structural, and qualitative findings suggest that online initiatives may function not only as channels of information

transfer, but also as institutional mechanisms through which universities communicate prevention commitments, reinforce anti-violence values, and support the gradual formation of prevention-oriented campus norms.

### **Students' Perceptions of Digital Prevention Education and Anti-Violence Campus Culture**

Table 1 summarizes the descriptive statistics for the 10 indicators most directly associated with digital prevention education and anti-violence campus culture. The highest level of agreement was found for annual digital TF-PVRHE program planning (C1), with 90.12% total agreement and a mean of 4.43. This was followed by digital socialization of policies and programs (K1), with 89.30% total agreement and a mean of 4.37. Learning management system-based training and education (C2) and digital promotion of anti-violence and inclusivity values (L1) each obtained 88.48% total agreement. These results suggest that students perceived institutional planning, routine policy communication, and value-oriented digital promotion as the most visible dimensions of campus prevention.

By contrast, relatively lower, although still strong, levels of agreement were observed for digital archives of socialization materials (K2) and online training on response (M2), each at 86.01%. Digital documentation of anti-violence culture implementation (L2) reached 86.42%, while online training on prevention (M1) reached 86.83%. This pattern suggests that digital prevention efforts were perceived as more consolidated in terms of communicative visibility than in terms of archival continuity, documentation, and applied training reinforcement. In other words, students appeared to recognize the presence of digital prevention initiatives, but the more practice-oriented and documentary dimensions of those initiatives may still require further institutional strengthening.

**Table 1**

*Descriptive Statistics of Digital Prevention Education and Anti-Violence Campus Culture Indicators*

| Code | Indicator                                               | Agree (%) | Strongly agree (%) | Neutral (%) | Disagree (%) | Total agreement (%) | Mean |
|------|---------------------------------------------------------|-----------|--------------------|-------------|--------------|---------------------|------|
| C1   | Annual digital TF-PVRHE program plan                    | 37.45     | 52.67              | 9.88        | 0.00         | 90.12               | 4.43 |
| C2   | Learning management system-based training and education | 39.92     | 48.56              | 11.52       | 0.00         | 88.48               | 4.37 |
| C3   | Periodic webinar or online sessions                     | 38.68     | 49.38              | 11.93       | 0.00         | 88.07               | 4.37 |

|    |                                                               |       |       |       |      |       |      |
|----|---------------------------------------------------------------|-------|-------|-------|------|-------|------|
| C4 | Digital public awareness campaign                             | 39.51 | 48.15 | 12.35 | 0.00 | 87.65 | 4.36 |
| K1 | Digital socialization of policies and programs                | 41.56 | 47.74 | 10.70 | 0.00 | 89.30 | 4.37 |
| K2 | Digital archive of socialization materials                    | 41.56 | 44.44 | 13.99 | 0.00 | 86.01 | 4.30 |
| L1 | Digital promotion of anti-violence and inclusivity values     | 41.56 | 46.91 | 11.52 | 0.00 | 88.48 | 4.35 |
| L2 | Digital documentation of anti-violence culture implementation | 39.51 | 46.91 | 13.58 | 0.00 | 86.42 | 4.33 |
| M1 | Online training on prevention                                 | 42.39 | 44.44 | 13.17 | 0.00 | 86.83 | 4.31 |
| M2 | Online training on response                                   | 42.39 | 43.62 | 13.99 | 0.00 | 86.01 | 4.30 |

### Measurement Model Assessment

SmartPLS 4 was used to assess the measurement and structural models. The measurement model showed very high reliability and convergent validity across all constructs. Digital Prevention and Education Programs showed a Cronbach's alpha of .942, composite reliability of .963, and average variance extracted of .896. Digital Socialization of Policies and Programs yielded a Cronbach's alpha of .938, composite reliability of .970, and average variance extracted of .941. Anti-Violence Campus Culture produced a Cronbach's alpha of .958, composite reliability of .979, and average variance extracted of .959. Online Prevention and Response Training showed a Cronbach's alpha of .969, composite reliability of .985, and average variance extracted of .970.

These values indicate strong internal consistency and substantial shared variance among indicators within each construct. At the same time, the very high reliability values should be interpreted carefully because they may also suggest strong conceptual proximity among the measured indicators. This is particularly important because the constructs were measured using student perception data collected through the same instrument.

**Table 2**

*Construct Reliability and Convergent Validity*

| Construct                                          | Cronbach's alpha | Composite reliability | AVE   |
|----------------------------------------------------|------------------|-----------------------|-------|
| Digital Prevention and Education Programs (C)      | 0.942            | 0.963                 | 0.896 |
| Digital Socialization of Policies and Programs (K) | 0.938            | 0.970                 | 0.941 |
| Anti-Violence Campus Culture (L)                   | 0.958            | 0.979                 | 0.959 |
| Online Prevention and Response Training (M)        | 0.969            | 0.985                 | 0.970 |

Discriminant validity was assessed using the heterotrait-monotrait ratio of correlations (HTMT). The HTMT values ranged from .850 to .963. Using the .90 criterion, the C–K (.876), C–L (.874), and C–M (.850) values remained below the recommended threshold. However, the K–L (.963), K–M (.925), and L–M (.912) values exceeded .90, indicating that discriminant validity was not fully established among Digital Socialization of Policies and Programs, Anti-Violence Campus Culture, and Online Prevention and Response Training. These results suggest substantial empirical overlap among these constructs and require cautious interpretation of the corresponding structural relationships. The highest HTMT value was found between Digital Socialization of Policies and Programs and Anti-Violence Campus Culture (K–L = .963), suggesting a particularly close relationship between policy visibility and students' perceptions of anti-violence campus culture. This result is theoretically meaningful, but it also indicates the need for cautious interpretation because the constructs are conceptually interconnected within the broader framework of institutional prevention.

**Table 3**

*Discriminant Validity*

| Construct pairing | HTMT  |
|-------------------|-------|
| C–K               | 0.876 |
| C–L               | 0.874 |
| C–M               | 0.850 |
| K–L               | 0.963 |
| K–M               | 0.925 |
| L–M               | 0.912 |

**Structural Relationships among Digital Prevention, Socialization, Training, and Campus Culture**

The structural model accounted for a substantial proportion of variance in the endogenous constructs. The coefficient of determination was .801 for Online Prevention and Response Training and .867 for Anti-Violence Campus Culture. Thus, Digital Prevention and Education Programs and Digital Socialization of Policies and Programs accounted for 80.1% of the variance in Online Prevention and Response Training. Digital Prevention and Education Programs, Digital Socialization of Policies and Programs, and Online Prevention and Response Training jointly accounted for 86.7% of the variance in Anti-Violence Campus Culture.

Although these values indicate strong explanatory capacity within the model, they should not be interpreted as proof of causal effects. The relatively high  $R^2$  value for Anti-Violence Campus Culture may reflect the conceptual closeness of the constructs, the shared institutional focus of the indicators, and the use of student perception data collected through a single survey instrument. Therefore, the results are best interpreted as evidence of strong associations among digital prevention education, digital policy socialization, online training, and perceived anti-violence campus culture.

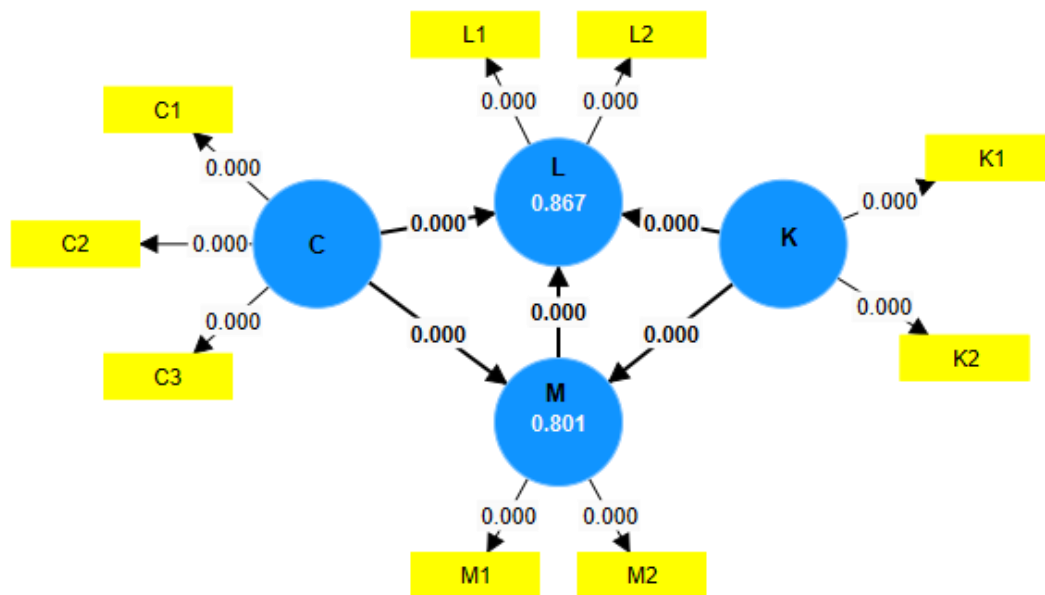


**Figure 2.** Structural model estimated using SmartPLS 4

*Note.* C = Digital Prevention and Education Programs; K = Digital Socialization of Policies and Programs; M = Online Prevention and Response Training; L = Anti-Violence Campus Culture. Values on the arrows represent standardized path coefficients and outer loadings, while values inside endogenous constructs represent  $R^2$ .

The direct effects in the structural model were all positive and statistically significant. Digital Prevention and Education Programs had a significant positive association with Anti-Violence Campus Culture ( $\beta = 0.177$ ,  $t = 4.668$ ,  $p < 0.001$ ) and Online Prevention and Response Training ( $\beta = 0.267$ ,  $t = 6.127$ ,  $p < 0.001$ ). Digital Socialization of Policies and Programs had a stronger positive association with Anti-Violence Campus Culture ( $\beta = 0.534$ ,  $t = 10.430$ ,  $p < 0.001$ ) and the strongest association with Online Prevention and Response Training ( $\beta = 0.662$ ,  $t = 16.064$ ,  $p < 0.001$ ). Online Prevention and Response Training also had a significant positive association with Anti-Violence Campus Culture ( $\beta = 0.264$ ,  $t = 5.190$ ,  $p < 0.001$ ).

These results suggest that all proposed structural relationships were supported. Among the predictors, Digital Socialization of Policies and Programs emerged as the strongest variable associated with both Online Prevention and Response Training and Anti-Violence Campus Culture. This indicates that students' perceptions of policy visibility, routine communication, and access to institutional prevention information were closely connected to how they perceived training initiatives and campus anti-violence culture.

**Table 4***Direct Effects*

| Path              | Beta  | t-value | p-value | Result    |
|-------------------|-------|---------|---------|-----------|
| $C \rightarrow L$ | 0.177 | 4.668   | < .001  | Supported |
| $C \rightarrow M$ | 0.267 | 6.127   | < .001  | Supported |
| $K \rightarrow L$ | 0.534 | 10.430  | < .001  | Supported |
| $K \rightarrow M$ | 0.662 | 16.064  | < .001  | Supported |
| $M \rightarrow L$ | 0.264 | 5.190   | < .001  | Supported |

Effect size analysis further clarified the relative contribution of each predictor within the structural model. Using the conventional  $f^2$  thresholds of .02 for a small effect, .15 for a medium effect, and .35 for a large effect, Digital Prevention and Education Programs showed a small effect on Online Prevention and Response Training ( $f^2 = .116$ ) and a small effect on Anti-Violence Campus Culture ( $f^2 = .068$ ). Digital Socialization of Policies and Programs showed a large effect on Online Prevention and Response Training ( $f^2 = .711$ ) and a large effect on Anti-Violence Campus Culture ( $f^2 = .404$ ). Online Prevention and Response Training showed a small effect on Anti-Violence Campus Culture ( $f^2 = .104$ ). Within the specified structural model, Digital Socialization of Policies and Programs therefore exhibited the largest effect sizes among the exogenous predictors, although these results should be interpreted cautiously given the substantial empirical overlap observed among several constructs.

**Table 5***Effect Sizes*

| Predictor $\rightarrow$ Outcome | $f^2$ |
|---------------------------------|-------|
| $C \rightarrow M$               | 0.116 |
| $C \rightarrow L$               | 0.068 |
| $K \rightarrow M$               | 0.711 |
| $K \rightarrow L$               | 0.404 |
| $M \rightarrow L$               | 0.104 |

### Mediating Role of Online Prevention and Response Training

The mediation analysis showed that Online Prevention and Response Training significantly mediated the relationships between the exogenous variables and Anti-Violence Campus Culture. Digital Prevention and Education Programs had a significant indirect association with Anti-Violence Campus Culture through Online Prevention and Response Training ( $\beta = .070$ ,  $t = 3.579$ ,  $p < .001$ ). Digital Socialization of Policies and Programs also had a significant indirect association with Anti-Violence Campus Culture through Online Prevention and Response Training ( $\beta = .175$ ,  $t = 5.230$ ,  $p < .001$ ).

Because both direct and indirect effects remained significant, the mediation is best interpreted as partial mediation. This means that online training did not replace the role of digital prevention programs and policy socialization, but rather strengthened the relationship between these initiatives and students' perceptions of anti-violence campus culture. In practical terms, students appeared to perceive training as a reinforcing mechanism that translated institutional communication into more applied prevention knowledge and response readiness.

**Table 6**

#### *Specific Indirect Effects*

| Indirect path                     | Beta  | t-value | p-value | Interpretation                |
|-----------------------------------|-------|---------|---------|-------------------------------|
| C $\rightarrow$ M $\rightarrow$ L | 0.070 | 3.579   | < .001  | Significant partial mediation |
| K $\rightarrow$ M $\rightarrow$ L | 0.175 | 5.230   | < .001  | Significant partial mediation |

The total effects provide a clearer ranking of influence within the model. Digital Socialization of Policies and Programs had the largest total association with Anti-Violence Campus Culture ( $\beta = .709$ ,  $t = 19.936$ ,  $p < .001$ ), followed by Online Prevention and Response Training ( $\beta = .264$ ,  $t = 5.190$ ,  $p < .001$ ), and Digital Prevention and Education Programs ( $\beta = .247$ ,  $t = 6.928$ ,  $p < .001$ ). Digital Socialization of Policies and Programs also showed the strongest total association with Online Prevention and Response Training ( $\beta = .662$ ,  $t = 16.064$ ,  $p < .001$ ), clearly exceeding Digital Prevention and Education Programs ( $\beta = .267$ ,  $t = 6.127$ ,  $p < .001$ ). These findings suggest that visible, repeated, and accessible policy communication may be especially important in shaping students' perceptions of both online training and anti-violence campus culture.

**Table 7***Total Effects*

| Path  | Beta  | t-value | p-value |
|-------|-------|---------|---------|
| C → L | 0.247 | 6.928   | < .001  |
| C → M | 0.267 | 6.127   | < .001  |
| K → L | 0.709 | 19.936  | < .001  |
| K → M | 0.662 | 16.064  | < .001  |
| M → L | 0.264 | 5.190   | < .001  |

The outer model also showed strong indicator loadings. Loadings for Digital Prevention and Education Programs ranged from .938 to .953, Digital Socialization of Policies and Programs from .970 to .971, Anti-Violence Campus Culture from .979 to .980, and Online Prevention and Response Training was .985 for both indicators. These values indicate strong alignment between the observed indicators and their respective latent constructs.

### **Qualitative Themes Explaining the Quantitative Findings**

The qualitative findings helped explain why students perceived online socialization, training, and awareness initiatives as meaningful components of prevention. Across the open-ended responses, participants described digital initiatives as useful because they improved literacy, widened access to prevention information, sustained awareness, supported inclusivity, and strengthened readiness to respond. These themes helped explain the quantitative finding that Digital Socialization of Policies and Programs had the strongest association with both Online Prevention and Response Training and Anti-Violence Campus Culture.

First, students emphasized that digital platforms such as learning management systems, webinars, social media, and online campaigns increased their understanding of sexual violence and prevention. This theme corresponds with the descriptive finding that annual digital TF-PVRHE program planning, LMS-based education, and digital public awareness campaigns received high levels of agreement. It also suggests that digital prevention education was perceived as a knowledge-building process rather than merely an administrative announcement.

Second, participants highlighted the importance of accessibility and broad reach. They explained that digital platforms made prevention messages easier to access, especially when materials were available repeatedly and not limited to one-time meetings. This helps explain why digital socialization of policies and programs became the strongest structural predictor in the model.

Students appeared to value regular and accessible communication because it made institutional prevention efforts more visible and easier to remember.

Third, participants connected online prevention initiatives with a safer campus orientation. Digital initiatives were interpreted as signs that the university was paying attention to sexual violence prevention and attempting to create a safer learning environment. This theme supports the quantitative relationship between digital prevention initiatives and Anti-Violence Campus Culture. Fourth, participants associated awareness initiatives with anti-violence values and inclusion. They described prevention not only in terms of reporting and punishment, but also in relation to respect, gender equality, inclusivity, and shared responsibility. This finding is important because it shows the movement from information transfer toward cultural assimilation, in which students begin to connect institutional messages with norms and values in campus life.

Fifth, participants viewed online prevention and response training as a reinforcing mechanism. Training was perceived as useful because it provided more practical understanding of what students should do, how they should respond, and where they could seek support. This theme is consistent with the mediation finding, which showed that Online Prevention and Response Training partially mediated the relationship between digital prevention programs, digital socialization, and Anti-Violence Campus Culture.

**Table 8**

*Summary of Qualitative Themes Related to Online Prevention Education and Anti-Violence Campus Culture*

| Theme                          | Core meaning                                                                                      | Interpretive significance                                     | Representative quote                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Digital literacy and awareness | Online initiatives improve understanding of sexual violence and prevention                        | Prevention is perceived as knowledge-based and educational    | "The use of LMS, webinars, and social media increases the literacy and awareness of campus members, thereby helping to prevent sexual violence." (S1)                                                                                                                                                                                                         |
| Accessibility and broad reach  | Learning management systems, webinars, and social media make preventive messages easier to access | Digital delivery expands exposure, repetition, and visibility | "Prevention and response programs delivered through digital platforms, such as LMS, webinars, or social media campaigns, make it easier for students to access materials, understand reporting channels, and become more willing to speak up when cases occur. Literacy increases, stigma can gradually be reduced, and collective awareness is formed." (S2) |
| Safe campus orientation        | Students connect online initiatives with a safer campus environment                               | Prevention is linked to feelings of security, vigilance, and  | "Continuous socialization increases the understanding, awareness, and compliance of the academic community, thereby strengthening                                                                                                                                                                                                                             |

|                                    |                                                                                    |                                                                              |                                                                                                                                                                                                                                                                                                 |
|------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    |                                                                                    | institutional concern                                                        | a safe campus culture with a prevention-oriented perspective.” (S3)                                                                                                                                                                                                                             |
| Anti-violence values and inclusion | Awareness efforts promote inclusivity, gender equality, respect, and collaboration | Campus culture is seen as a preventive domain, not merely a reporting system | “The promotion and application of anti-violence values, inclusivity, gender equality, and collaboration in the implementation of the Tridharma can prevent sexual violence because they shape attitudes, norms, and a campus environment that is respectful, safe, and just for students.” (S4) |
| Training as reinforcement          | Online training strengthens preparedness and practical response                    | Students value repeated and applied learning opportunities                   | “Training on the prevention and handling of sexual violence increases the knowledge and sensitivity of the academic community regarding the forms, impacts, and risks of sexual violence, while also equipping them with skills to prevent, respond to, and report cases appropriately.” (S5)   |

**Note.** Participant quotes were translated from Indonesian into English for manuscript presentation. Overall, the findings support a cautious but coherent interpretation of digital prevention education in Indonesian higher education. The descriptive analysis showed consistently strong student agreement with online prevention initiatives. The SmartPLS 4 model indicated significant positive associations among Digital Prevention and Education Programs, Digital Socialization of Policies and Programs, Online Prevention and Response Training, and Anti-Violence Campus Culture. Online Prevention and Response Training also functioned as a significant partial mediator. The qualitative findings clarified that these mechanisms were meaningful because they increased literacy, widened access, sustained awareness, supported inclusivity, and helped students interpret campus safety as a shared responsibility.

Taken together, the findings suggest that online preventive initiatives were perceived not merely as administrative communication, but as institutional practices that may contribute to the formation of a safer, more informed, and more explicit anti-violence campus environment. However, because the data were perception-based and cross-sectional, the results should be interpreted as evidence of perceived institutional and cultural significance rather than direct evidence of long-term behavioral or cultural transformation.

## Discussion, Conclusion and Implications

### Discussion

The findings indicate that students perceived online socialization, training, and awareness initiatives as meaningful components of sexual violence prevention and anti-violence campus

culture in Indonesian higher education. The consistently high agreement scores suggest that digital prevention education was not viewed merely as a peripheral administrative activity, but as part of the institutional environment through which prevention messages, responsibilities, and expectations are communicated. However, because the study relied on perception-based data, the findings should be interpreted as evidence of students' perceived institutional and cultural significance of digital initiatives rather than direct evidence of behavioral transformation. This interpretation supports multilevel prevention perspectives, which emphasize that prevention is most effective when embedded in institutional systems, peer cultures, and sustained educational practices rather than isolated compliance efforts (McMahon et al., 2023; Schipani-Mclaughlin et al., 2024; Soenarto-Putri et al., 2024). It also aligns with scholarship that treats campus sexual violence as a structural and cultural problem rather than merely a set of individual incidents requiring disciplinary response (Ali, 2026; McCall et al., 2024; Podreka, 2024).

The first major finding concerns the role of Digital Prevention and Education Programs. The descriptive results showed that annual digital TF-PVRHE program planning, learning management system-based training, webinars, and digital public awareness campaigns received strong student agreement. These findings suggest that students recognized planned and repeated digital programs as visible signs of institutional commitment to prevention. Structurally, Digital Prevention and Education Programs were positively associated with both Online Prevention and Response Training and Anti-Violence Campus Culture, although the effect size was smaller than that of Digital Socialization of Policies and Programs. This pattern indicates that digital prevention programs are important as institutional infrastructure, but their cultural influence depends on whether they are continuously communicated, pedagogically meaningful, and connected to students' everyday campus experience. In the Indonesian context, where discussion of sexuality and disclosure of sexual violence may be constrained by stigma, hierarchy, and concern for institutional reputation, digital prevention programs may provide a more accessible entry point for building prevention literacy (Nursyifa et al., 2026; Setianingrum et al., 2026; Suardi, 2025; Toyibah & Riyani, 2025).

The second and strongest finding concerns Digital Socialization of Policies and Programs. This variable had the largest direct and total associations with Anti-Violence Campus Culture and Online Prevention and Response Training. This suggests that students' perceptions of policy visibility, routine communication, and access to institutional information were closely linked to

how they understood prevention training and campus culture. In other words, students did not appear to perceive policy socialization merely as the transmission of rules. Rather, repeated digital socialization helped make institutional commitments more visible, intelligible, and credible. This finding is consistent with communication-centered perspectives on institutional legitimacy, which suggest that organizations become trustworthy when their commitments are made visible, repeated, and understandable to the communities they serve (Lai et al., 2024; Setianingrum et al., 2026; Smith et al., 2024). It also resonates with studies showing that preventive systems often fail not because policies are absent, but because they remain opaque, inaccessible, or disconnected from students' everyday awareness (D'Enbeau, 2025; Gretgrix & Farmer, 2026; Nursyifa et al., 2026).

The centrality of digital socialization also clarifies the distinction between information transfer and cultural assimilation. Information transfer occurs when universities distribute policies, procedures, reporting channels, or campaign messages through digital media. This is necessary, but it is not sufficient for cultural change. Cultural assimilation occurs when students begin to internalize prevention messages as part of their awareness, peer norms, ethical responsibility, and everyday conduct. The qualitative findings support this interpretation. Participants described digital socialization as increasing literacy, reducing stigma, widening access to reporting information, and gradually forming collective awareness. Thus, digital socialization may function as a bridge between institutional policy and campus culture. It allows formal prevention commitments to become more publicly legible and more likely to be interpreted by students as part of shared campus responsibility.

The third major finding concerns Online Prevention and Response Training. The structural model indicated that online training was positively associated with Anti-Violence Campus Culture and partially mediated the relationships between digital prevention programs, digital socialization, and campus culture. This suggests that training did not replace the role of institutional programs or policy socialization, but strengthened their relationship with perceived anti-violence culture. Training appears to function as a reinforcing mechanism because it translates general institutional messages into more applied knowledge about prevention, response, reporting, and support. This interpretation is consistent with prevention education research showing that sustained educational interventions can improve students' understanding of sexual violence, challenge harmful beliefs, and support more informed responses to risk and harm (Lederer et al., 2023; Liddell et al., 2024;

Sheffield et al., 2025). It also supports bystander intervention literature, which emphasizes that students are more likely to respond when they can recognize risk, understand responsibility, and perceive intervention as socially supported (Hetzel-Riggin et al., 2025; Hoxmeier et al., 2024; McMahon, 2024).

Nevertheless, the relatively lower descriptive scores for digital archiving, digital documentation, and online response training indicate that students perceived universities as more successful in making prevention visible than in embedding it into durable learning and documentation systems. This distinction is analytically important. Awareness is a necessary starting point, but it does not automatically produce preparedness, reporting confidence, or behavioral change. Prior evaluations of campus interventions similarly show that positive responses to awareness initiatives do not necessarily translate into lasting attitudinal or behavioral transformation without repetition, reinforcement, applied learning, and structural consistency (Clear et al., 2025; Coker et al., 2025; Lederer et al., 2023). Therefore, the findings suggest that digital prevention education becomes culturally stronger when online campaigns are supported by accessible archives, recurring training, practical response simulations, transparent reporting pathways, and visible institutional follow-up. The fourth major finding concerns Anti-Violence Campus Culture as the outcome construct. The model accounted for a high proportion of variance in this construct, with  $R^2 = .867$ . Although this indicates substantial explanatory capacity within the model, it should be interpreted cautiously. The high  $R^2$  may reflect the conceptual closeness of the constructs, the shared institutional focus of the indicators, and the use of student perception data collected through the same survey instrument. Therefore, the result should not be read as proof that digital prevention education has already transformed campus culture in a behavioral or longitudinal sense. Rather, it indicates that students' perceptions of digital prevention programs, policy socialization, and online training were strongly associated with their perceptions of anti-violence campus culture. This cautious interpretation is important for avoiding over-inference from PLS-SEM results and for recognizing the limits of cross-sectional perception-based evidence.

The qualitative findings further explain why students associated digital initiatives with anti-violence campus culture. Participants linked online initiatives with literacy, accessibility, safety, inclusivity, gender equality, collaboration, and practical readiness. These narratives suggest that students understood prevention not only as reporting and punishment, but also as the formation of respectful norms and shared responsibility. This supports relational and cultural approaches to

campus safety, which argue that sexual violence is sustained by gendered norms, ambiguity around consent, and cultures of silence that extend beyond formal policy language (González Chía et al., 2026; Jeffrey, 2024). It also aligns with educational theories of prevention that place knowledge, critical reflection, and normative formation at the center of anti-violence work (Helminsyah et al., 2025; Herlina et al., 2025; Makhaye & Dlamini, 2024; Vrankovich et al., 2025).

The findings also contribute to debates about digitalization in sexual violence prevention. Some studies warn that digital environments can facilitate harm, including online harassment, image-based abuse, deepfake exploitation, and hostile digital discourse (Champion et al., 2022; Crowley, 2026; Ji, 2025; Monteiro et al., 2024; Sarkar & Sinha-Roy, 2025). Other studies suggest that digital tools can expand safety communication, improve access to resources, and strengthen prevention when carefully designed (Anderson et al., 2024; Bulovec & Eman, 2025; Lee & Lee, 2025; Oh & Ahn, 2025). The present study supports the latter position, but conditionally. Students interpreted digital initiatives positively when these initiatives were part of an organized institutional strategy rather than isolated technological add-ons. Thus, digitalization appears preventive only when it is pedagogically intentional, institutionally credible, culturally responsive, and connected to accessible systems of support.

### **Theoretical Implications**

Theoretically, this study contributes to the literature by conceptualizing digital prevention education as more than a communication channel. It positions digital prevention education as a possible cultural infrastructure through which universities make prevention knowledge, policy commitments, and anti-violence values visible to students. This extends existing prevention scholarship by showing that digital initiatives may support not only awareness, but also the perceived formation of anti-violence campus culture.

The study also contributes by distinguishing between information transfer and cultural assimilation. Previous discussions of digital prevention often emphasize accessibility, reach, or efficiency. The present findings suggest that these functions are important but incomplete. Digital initiatives become culturally meaningful when students interpret them as relevant to campus safety, peer norms, institutional seriousness, and shared responsibility. This distinction is especially important in culturally sensitive contexts such as Indonesian higher education, where sexuality, disclosure, and institutional accountability are shaped by social norms, hierarchy, stigma, and public trust.

**Empirical Implications**

Empirically, the study shows that Digital Socialization of Policies and Programs was the strongest variable associated with both Online Prevention and Response Training and Anti-Violence Campus Culture. This indicates that students' perceptions of campus safety culture were especially linked to whether institutional policies and prevention programs were communicated clearly, repeatedly, and digitally. The mediation analysis further showed that Online Prevention and Response Training partially mediated the relationships between digital prevention programs, digital socialization, and anti-violence campus culture. This means that training strengthens the connection between institutional communication and perceived campus culture by providing more applied prevention and response knowledge.

The qualitative findings support and explain these statistical patterns. Students described digital initiatives as increasing literacy, expanding access, reducing stigma, encouraging awareness, supporting inclusivity, and clarifying response mechanisms. These narratives explain why digital socialization had the strongest effect in the model: students valued prevention communication when it was visible, accessible, repeated, and connected to practical understanding.

**Practical Implications**

Practically, the findings suggest that universities should not treat digital prevention initiatives as one-time campaigns or administrative announcements. Digital prevention education should be designed as a continuous institutional system that combines annual planning, LMS-based learning, webinars, social media campaigns, accessible digital archives, online training, and clear reporting information. In Indonesian higher education, TF-PVRHE-related digital programs should be communicated repeatedly and in language that is accessible, culturally sensitive, and understandable to students.

Universities should also strengthen the weaker dimensions identified in the study, particularly digital archiving, documentation, and online response training. Digital archives should allow students to access policies, reporting procedures, training materials, and support resources at any time. Online training should include applied scenarios, reporting simulations, survivor-sensitive communication, bystander response, and clear guidance on where students can seek help. In addition, digital prevention materials should be audited for accessibility, linguistic clarity, disability inclusion, gender sensitivity, and cultural responsiveness. Although the overall agreement scores were high, prior literature indicates that campus safety systems are experienced

unevenly across student groups, particularly among disabled students, racialized students, international students, and sexual and gender minorities (Bestmann-Smith et al., 2026; Gewirtz-Meydan et al., 2026; Linder et al., 2025; Turner, 2024). Therefore, universities should involve diverse student groups in the co-design and evaluation of digital prevention education (Bower, 2026; Mason & Shankar, 2024; McSpadden, 2025; Rieger et al., 2025; Warrington et al., 2024).

### **Conclusion**

This study indicates that digital prevention education is perceived by students as a meaningful institutional pathway for strengthening anti-violence campus culture in Indonesian higher education. Students generally viewed online socialization, training, and awareness initiatives as credible and relevant mechanisms for sexual violence prevention. The strongest empirical pattern was observed in Digital Socialization of Policies and Programs, which had the largest association with Online Prevention and Response Training and Anti-Violence Campus Culture. Online Prevention and Response Training also functioned as a partial mediator, suggesting that training reinforces the relationship between institutional communication and perceived campus culture.

The study contributes to the literature by linking digital prevention education, student perceptions, and anti-violence campus culture within the Indonesian higher education context. It also clarifies that digital prevention should not be understood merely as information transfer, but as a potential process of cultural assimilation through which prevention values become more visible and meaningful in campus life. Nevertheless, the study has limitations. The findings are based on perception data, the design is cross-sectional, and the high explanatory power of the model may reflect conceptual proximity among constructs and common-source measurement. Future research should examine behavioral outcomes, reporting confidence, trust in institutional mechanisms, and long-term changes in campus climate across diverse institutions and student groups.

## References

- Agabekova, Z., Salimzhanova, A., Suleimenova, Z., & Yestekova, G. (2025). Gender perspectives in higher education: Enhancing gender studies in Kazakhstan. *Journal of Social Studies Education Research*, 16(1), 88–137. <https://www.jsser.org/index.php/jsser/article/view/6179>
- Ali, F. (2026). Sexual violence in higher education: A critical discourse analysis of university policies. *Higher Education Policy*, 39(1), 226–243. <https://doi.org/10.1057/s41307-024-00384-x>
- Anderson, J. C., Nguyen, M. U., Huynh, W., Sharif, K., & Draughon Moret, J. E. (2024). 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, J. C., Pollitt, E., Crowley, J., Holbrook, D., & Draughon Moret, J. E. (2021). A mixed-methods evaluation of college student and provider perspectives on a smartphone application for help-seeking after violence. *Journal of American College Health*, 69(6), 668–674. <https://doi.org/10.1080/07448481.2019.1705839>
- Barter, C., Bracewell, K., Farrelly, N., Clelland, A. K., & Chantler, K. (2025). Prevention of sexual violence and domestic abuse through a university bystander intervention programme: Learning from a UK feasibility study. *Journal of Gender-Based Violence*, 9(1), 22–39. <https://doi.org/10.1332/23986808Y2024D0000000030>
- Bestmann-Smith, Z., Brown, M., & Thompson, M. P. (2026). Understanding the increased vulnerability to sexual violence and factors that affect disclosure and support among LGBTQ+ women at a US college. *Culture, Health & Sexuality*. <https://doi.org/10.1080/13691058.2026.2629443>
- Boonlab, S., & Pasitpakakul, P. (2023). Developing a teaching and learning model to foster digital citizenship in general education undergraduate courses. *Journal of Social Studies Education Research*, 14(3), 287–304. <https://jsser.org/index.php/jsser/article/view/5186>
- Bower, L. J. (2026). Is “victim-survivor” our imperfect alternative to describing people with lived experience of sexual violence? A feminist symbolic interactionist analysis, considering how ethnicity, gender, and disability interact with language choice. *Violence Against Women*, 32(6–7), 1388–1409. <https://doi.org/10.1177/10778012251338454>
- Bulovec, T., & Eman, K. (2025). Safer nights out: The role of mobile apps in preventing sexual violence. *Urban Science*, 9(7), 276. <https://doi.org/10.3390/urbansci9070276>
- Busza, J., Hensen, B., Birdthistle, I., Chabata, S. T., Hargreaves, J. R., Floyd, S., Chiyaka, T., Mushati, P., & Cowan, F. M. (2021). What’s in a name? A mixed method study on how young women who sell sex characterize male partners and their use of condoms. *Journal of Acquired*

*Immune Deficiency Syndromes*, 87(1), 652–662.  
<https://doi.org/10.1097/QAI.0000000000002623>

- Champion, A. R., Oswald, F., Khera, D., & Pedersen, C. L. (2022). Examining the gendered impacts of technology-facilitated sexual violence: A mixed methods approach. *Archives of Sexual Behavior*, 51(3), 1607–1624. <https://doi.org/10.1007/s10508-021-02226-y>
- Chiu, T., Gesser, N., Katz, B. W., Burmeister, E., & Anderson, R. A. E. (2025). A qualitatively-informed approach to examining the construct validity of alcohol-involved sexual violence. *Sexuality & Culture*. <https://doi.org/10.1007/s12119-025-10324-5>
- Clear, E. R., Bush, H. M., Brancato, C. J., Davidov, D. M., & Coker, A. L. (2025). A methodology report for a multi-college study of bystander training to reduce sexual violence. *Journal of Family Violence*, 40(7), 1335–1351. <https://doi.org/10.1007/s10896-024-00761-5>
- Coker, A. L., Davidov, D. M., Clear, E. R., Brancato, C. J., & Bush, H. M. (2025). Implementation evaluation of bystander programs to reduce sexual violence victimization and perpetration in college communities. *Journal of Family Violence*. <https://doi.org/10.1007/s10896-024-00793-x>
- 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>
- Crowley, J. E. (2026). Technology-facilitated gender-based violence: Categorizing and understanding sexual abuse against women ridesharing drivers. *Women's Studies International Forum*, 114. <https://doi.org/10.1016/j.wsif.2025.103197>
- D'Enbeau, S. (2025). “You could go through all of this for nothing”: How student-survivors perceive sexual violence response policy in higher education. *Communication Studies*. <https://doi.org/10.1080/10510974.2025.2543086>
- Dey, A. (2026). The right to the campus: Sexual and gender based violence (SGBV) in India universities. *Gender, Place & Culture*, 33(1), 69–88. <https://doi.org/10.1080/0966369X.2025.2567876>
- Fasanmi, S., & Seyama, S. (2024). Assessment of the implementation of policy on anti-sexual harassment in a Nigerian university. *Research in Social Sciences and Technology*, 9(2), 281–301. <https://doi.org/10.46303/ressat.2024.36>
- Fielding-Miller, R., Shabalala, F., Masuku, S., & Raj, A. (2021). Epidemiology of campus sexual assault among university women in Eswatini. *Journal of Interpersonal Violence*, 36(21–22), NP11238–NP11263. <https://doi.org/10.1177/0886260519888208>

- García-Mingo, E., Lorca, J. G., & Ruiz-Repullo, C. (2025). "Technology at the service of equality": Research agenda on digital sexual violence in Spain. *Athenea Digital*, 25(2). <https://doi.org/10.5565/rev/athenea.3687>
- Gewirtz-Meydan, A., Berkowitz, R., & Maoz, S. (2026). Unprotected and unheard: Professionals' perspectives on sexual violence against SGM youth. *Journal of Child Sexual Abuse*. <https://doi.org/10.1080/10538712.2026.2615992>
- González Chía, J. J., González-Gijón, G., Soriano Díaz, A., & Martínez-Heredia, N. (2026). When the myth justifies violence: Acceptance of sexual aggression myths and ambivalent sexism among university students. *Social Sciences*, 15(1), 16. <https://doi.org/10.3390/socsci15010016>
- Gretgrix, E., & Farmer, C. (2026). What's the problem represented to be? A qualitative analysis of policy guidance for Australian university responses to sexual violence. *Higher Education Policy*. <https://doi.org/10.1057/s41307-026-00441-7>
- Gunby, C., Machin, L., Smailes, H., Ansari, S., Chantler, K., Bradbury-Jones, C., Butterby, K., & Donovan, C. (2025). Sexual violence in higher education: Staff knowledge, understanding and confidence in supporting minoritized students who disclose sexual violence. *Gender and Education*, 37(4), 419–436. <https://doi.org/10.1080/09540253.2025.2471304>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). SAGE Publications.
- Hanashiro, N. (2025). #PerúPaísDeVioladores: A hashtag constellation against sexual violence. *Journal of Gender Studies*. <https://doi.org/10.1080/09589236.2024.2407999>
- Helminsyah, H., Yusnadi, Y., Surya, E., Kasmini, L., & Mulyani, M. (2025). Integrating Project Citizen and Qanun Jinayat in civic education to prevent sexual violence in Acehnese higher education. *Samarah: Jurnal Hukum Keluarga dan Hukum Islam*, 9(3), 1863–1882. <https://doi.org/10.22373/sjkh.v9.i3.26489>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43, 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Herlina, L., Hadisaputra, P., & Al Idrus, S. A. J. (2025). Strengthening sex education to prevent sexual violence in Islamic boarding schools: Lessons from Ummi on Lombok Island, Indonesia. *International Journal of Learning, Teaching and Educational Research*, 24(5), 198–213. <https://doi.org/10.26803/ijlter.24.5.10>
- Hetzel-Riggin, M. D., James, S., Willmes, A., Berner, M., & Buczek, T. J. (2025). The role of personality, just world beliefs, and rape myth acceptance on sexual violence bystander intentions. *Journal of Child Sexual Abuse*, 34(5–6), 644–660. <https://doi.org/10.1080/10538712.2024.2404000>

- Hoxmeier, J. C., McMahon, S., & Cusano, J. (2024). Bystander intervention for the prevention of campus sexual violence: Opportunity, frequency of action, and consequences for confronting those at risk of perpetration. *Violence Against Women*, 30(15–16), 4012–4033. <https://doi.org/10.1177/10778012231185546>
- Huntley, A. L., Szilassy, E., Potter, L., Malpass, A., Williamson, E., & Feder, G. (2020). Help seeking by male victims of domestic violence and abuse: An example of an integrated mixed methods synthesis of systematic review evidence defining methodological terms. *BMC Health Services Research*, 20, 1085. <https://doi.org/10.1186/s12913-020-05931-x>
- Jeffrey, N. K. (2024). Is consent enough? What the research on normative heterosexuality and sexual violence tells us. *Sexualities*, 27(3), 475–494. <https://doi.org/10.1177/13634607221096760>
- Ji, S. (2025). #MeToo in an AI-generated deepfake sexual violence era in South Korea. *Women's Studies International Forum*, 112. <https://doi.org/10.1016/j.wsif.2025.103146>
- Johansson, F., Edlund, K., Sundgot-Borgen, J., Björklund, C., Côté, P., Onell, C., Sundberg, T., & Skillgate, E. (2024). Sexual harassment, sexual violence and subsequent depression and anxiety symptoms among Swedish university students: A cohort study. *Social Psychiatry and Psychiatric Epidemiology*. <https://doi.org/10.1007/s00127-024-02688-0>
- Jones, C., Farrelly, N., & Barter, C. (2025). 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*, 15(2), 223–244. <https://doi.org/10.1080/21568235.2024.2302568>
- Jones, J. (2025). Power and possibility: An intersectional perspective of campus sexual violence disclosure. *BMC Global and Public Health*, 3(1). <https://doi.org/10.1186/s44263-025-00163-9>
- Krahé, B. (2024). Methodological progress in sexual violence research: Achievements and challenges. *Psychology of Violence*, 14(6), 459–466. <https://doi.org/10.1037/vio0000537>
- Lai, J., Kathan, S., Wilf, S., & Liévano-Karim, L. (2024). Exploring student perceptions of campus resources: A quantitative study on knowledge and trust in Title IX and on-campus sexual violence resources. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000627>
- Lederer, A. M., Johnson, K. M., Liddell, J. L., & Sheffield, S. (2023). The multimethod evaluation of a curricular intervention intended to reduce sexual violence on a college campus: A synthesis of findings and lessons learned. *Health Promotion Practice*, 24(2), 323–331. <https://doi.org/10.1177/15248399211050349>

- Lee, J., & Lee, M. K. (2025). Development and usability of a mobile support application for sexual violence victims connecting with formal support organizations. *Violence Against Women*, 31(11), 3024–3048. <https://doi.org/10.1177/10778012241263105>
- Liddell, J. L., Sheffield, S. M., Johnson, K. M., & Lederer, A. M. (2024). College student perceptions of the root causes of sexual violence before and after a curricular intervention. *Violence Against Women*, 30(2), 551–574. <https://doi.org/10.1177/10778012221132300>
- Linder, C., Caradonna, C. Y., Hodges, Q., & Moore, A. (2025). Using epistemic injustice to examine scholarship about sexual violence among students with minoritized identities. *Violence Against Women*, 31(8), 1954–1975. <https://doi.org/10.1177/10778012241247191>
- Mahasneh, R., Elsherbiny, A., Ghbari, T., & Hammouri, M. (2024). Navigating cyberbullying: A cross-national study of forms and responses among university students in an online learning environment. *Journal of Social Studies Education Research*, 15(3), 229–256. <https://jsse.org/index.php/jsse/article/view/5490>
- Makhaye, M. S., & Dlamini, S. (2024). Inclusion of sex education in the curriculum: A strategy geared towards addressing the prevalence of sexual violence in institutions of higher learning. *OIDA International Journal of Sustainable Development*, 17(11), 127–136.
- Mason, C., & Shankar, I. (2024). Immobilizing intersectionality: The performative inclusion of feminist expertise within PSI sexual violence policies. *Women's Studies International Forum*, 104. <https://doi.org/10.1016/j.wsif.2024.102911>
- 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. (2025). #MeToo, cisheteropatriarchy and LGBTQ+ sexual violence on campus. *Sexualities*, 28(1–2), 268–282. <https://doi.org/10.1177/13634607231170770>
- 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., Cusano, J., Macri, L., & Chen, A. (2023). Development of the services, policies and programs audit tool to address campus sexual violence. *Health Education & Behavior*, 50(3), 310–317. <https://doi.org/10.1177/10901981221116785>
- McSpadden, H. (2025). “Intimidating and exclusionary” or “inclusive and approachable”: Exploring how the typical script of sexual violence informs sexual and gender minorities’ perceptions of mainstream sexual violence support services in the United Kingdom. *International Review of Victimology*. <https://doi.org/10.1177/02697580251400788>

- Medina, C. M., Hudson, J. A., Geoffroy, G., Harvey, A., & Medrano, A. S. (2026). “Puedes decirnos con confianza”: A mixed methods study of neighborhood-based sexual harassment and parent-adolescent communication in rural Mexico. *Violence Against Women*. <https://doi.org/10.1177/10778012251410898>
- Mendes, K., Loney-Howes, R., Fernández Romero, D., Fileborn, B., Núñez Puente, S., Quan-Haase, A., Taylhardat, C., Yang, X., Lewis, E., Chovanec, K., Forsyth, L., & Yadav, C. (2025). Archiving digital activism against sexual violence: The challenges for ethical witnessing in research practice. *Feminist Media Studies*. <https://doi.org/10.1080/14680777.2025.2585266>
- Monteiro, R., Grangeia, H., & Santos, A. (2024). Technology-facilitated sexual violence: Victimization and risk factors. *Social Sciences*, 13(7), 372. <https://doi.org/10.3390/socsci13070372>
- Nursyifa, A., Somantri, G. R., & Seda, F. S. S. E. (2026). The dilemma of a safe campus: Challenges in preventing and dealing with sexual violence in Indonesian universities. *Cakrawala Pendidikan*, 45(1), 71–83. <https://doi.org/10.21831/cp.v45i1.85752>
- Oh, M., & Ahn, S. (2025). Effect of a digital sexual violence prevention education program on digital sexual violence prevention knowledge, self-protection behavior, and digital citizenship among fifth-grade children: A quasi-experimental study. *Women's Health Nursing*, 31(4), 379–391. <https://doi.org/10.4069/whn.2025.12.08.1>
- Palomino-Manjón, P. (2025). Evaluative language in the (re)production and resistance of discourses of sexual violence on X (Twitter). *Miscelánea*, 72, 17–44. [https://doi.org/10.26754/ojs\\_misc/mj.202510725](https://doi.org/10.26754/ojs_misc/mj.202510725)
- Parekh, H., Thakkar, S., Bhatt, P., & Akello, P. (2026). Digital discourse, secondary victimization, and psychological harm: Mixed-methods analysis of system justification in the #MeToo movement. *Journal of Medical Internet Research*, 28, e75533. <https://doi.org/10.2196/75533>
- Parkes, J., Bhatia, A., Datzberger, S., Nagawa, R., Naker, D., & Devries, K. (2023). Addressing silences in research on girls' experiences of teacher sexual violence: Insights from Uganda. *Comparative Education*, 59(2), 193–213. <https://doi.org/10.1080/03050068.2022.2133861>
- Podreka, J. (2024). Why so slow? Analysing the systemic regulation of sexual harassment and violence in the Slovenian academic field. *Annales-Anali za Istrske in Mediteranske Studije - Series Historia et Sociologia*, 34(3), 299–314. <https://doi.org/10.19233/ASHS.2024.20>
- Rieger, A., Zhan, Q., Griffin, B., Garthe, R. C., & Allen, N. E. (2025). Perils and possibilities: Sexual violence preventionists' perspectives on gathering community input on prevention practice. *Violence Against Women*, 31(8), 1976–1999. <https://doi.org/10.1177/10778012241248454>

- Ringrose, J., Ging, D., Mishna, F., Milne, B., Horeck, T., & Mendes, K. (2025). Postdigital bystander: Youth experiences of sexual violence workshops in schools in England, Ireland, and Canada. *Behavioral Sciences*, 15(1), 81. <https://doi.org/10.3390/bs15010081>
- Salim, L. A., Muthmainnah, M., Christiawan, R., Nurmala, I., Devi, Y. P., Salsabila, A. C., Ekoriano, M., & Latifah, L. (2026). Factors associated with sexual violence prevention behavior among female students in Indonesia. *Open Public Health Journal*, 19. <https://doi.org/10.2174/0118749445409923251027185405>
- Sarkar, S., & Sinha-Roy, R. (2025). Cybersecurity through an intersectional lens: Survivors' responses to technology-facilitated sexual violence in India. *Feminist Criminology*. <https://doi.org/10.1177/15570851251406560>
- 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>
- Schwab-Reese, L., Renner, L. M., Quang, D., Carlyle, K., Nair, I., Chase, K., & DeMaria, A. L. (2025). “If I stay silent, it doesn’t help anyone”: Understanding how people use TikTok to talk about sexual violence. *Violence Against Women*, 31(12–13), 3311–3329. <https://doi.org/10.1177/10778012241279106>
- Setianingrum, V. M., Nurhaeni, I. D. A., Utari, P., Rahmanto, A. N., & Pramana, P. (2026). Communication management in the prevention and handling of sexual violence in higher education. *Asian Anthropology*. <https://doi.org/10.1080/1683478X.2026.2620001>
- Sheffield, S. M., Liddell, J. L., Johnson, K. M., & Lederer, A. M. (2025). “I’m no longer afraid”: A qualitative investigation into the impact of an academic course on undergraduates’ perspectives about sexual violence. *American Journal of Sexuality Education*. <https://doi.org/10.1080/15546128.2025.2515600>
- 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>
- Smrdelj, R., Suhovršnik, M., & Antić Gaber, M. (2024). Gender regimes in Slovenian academic field: Defining sexual harassment and violence in internal regulations. *Annales-Anali za Istrske in Mediteranske Studije - Series Historia et Sociologia*, 34(3), 315–328. <https://doi.org/10.19233/ASHS.2024.21>
- Soenarto-Putri, T. W., Gaus, N., Rolobessy, M. J., Soputan, G. J., Mulyani, W. P., Pramuwardhani-Dewi, M., Sulistiyani, A. T., Sisparyadi, & Suwarjiyanto. (2024). Developing and strengthening the role of institutions in preventing and addressing sexual violence in higher education. *Generos*, 13(2), 119–136. <https://doi.org/10.17583/generos.12424>

- Suardi, Nursalam, R. Nur, & H. Nur. (2024a). 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, Hashim, S. B., Sadeli, E. H., Nursalam, Nur, R., Nur, H., Mutiara, I. A., & Ramlan, H. (2024b). Sexual violence prevention and handling education services: Analysis of student knowledge in higher education. *Indonesian Annual Conference Series* (Proceedings of IACS-IHCRGESND, Nigeria), 278–287. <https://www.ojs.literacyinstitute.org/index.php/iacseries/article/view/1517>
- 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>
- Suardi, S., Nur, R., Nursalam, N., Ramlan, H., Mutiara, I. A., & Nur, H. (2026). Strengthening campus governance to prevent sexual violence: A digital institutional model for Indonesian higher education institutions. *Journal of Social Studies Education Research*, 17(1), 228–255. <https://www.jsser.org/index.php/jsser/article/view/6886>
- Toyibah, D., & Riyani, I. (2025). Contesting religious authority in response to government regulations on the prevention and handling of campus sexual violence (CSV) in Indonesia. *Women's Studies International Forum*, 110, 103085. <https://doi.org/10.1016/j.wsif.2025.103085>
- Turner, L. (2024). Culturally specific barriers Black female college students experience following incidents of sexual violence. *Women, Gender, and Families of Color*, 12(1–2), 106–112. <https://doi.org/10.5406/23260947.12.1-2.16>
- Vrankovich, S., Hamilton, G., & Powell, A. (2025). Young adult perspectives on sexuality education in Australia: Implications for sexual violence primary prevention. *Sex Education*, 25(5), 615–630. <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. (2024). 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. (2025). The role of arts-based methods in supporting safe and participatory research addressing sexual violence with young people. *Health Education Journal*, 84(4), 385–398. <https://doi.org/10.1177/00178969241299750>