



Preventing Sexual Violence in Senior High School: The Effect of Power of Act Training on Bystander Intervention

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ABSTRACT

Sexual violence in Indonesia is one of the biggest problems that must be addressed immediately, one of which is in the school environment. One of the efforts that can be done is to conduct bystander education training. The purpose of this study was to determine the effectiveness of bystander education named Power of Act to increase bystander behavior, decrease rape myth acceptance, increase empathy for victims, and decrease rape culture support. This study used a one group pretest-posttest design with three measurements (before the first intervention, after the second intervention, and 1 month follow-up since the second intervention). The study participants were 27 students in one high school class obtained from cluster random sampling. The results stated that students showed a significant increase in bystander behavior ($p = 0.015$) in the female sample as well as an overall significant decrease in rape myth acceptance ($p = 0.001$) until the follow-up test. Overall, Power of Act was found to have short-term effectiveness in increasing bystander behavior for women as well as decreasing rape myth acceptance. This program is expected to be one of the useful trainings in preventing sexual violence in high schools.

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1. INTRODUCTION

Indonesia is faced with the global phenomenon of sexual violence with data increasing every year. In 2023, based on information collected by the Online Information System for the Protection of Women and Children (SIMFONI PPA), there were 14,759 cases of sexual violence, consisting of 2,888 cases of sexual violence against men, and 13,162 cases of sexual violence against women. However, the data listed above is not the whole data, the fact is that there are still many victims out there who are reluctant to report these heinous incidents to the authorities or services from available institutions such as the National Commission on Violence Against Women. This turns out to be caused by several factors, the first of which is the fear of victims to disclose this because it triggers trauma and fears of bad views from the community. Secondly, the length of the legal process at the time after the victim reports the case, from this it further supports victims to remain silent and keep the suffering they experience. The main factor for victims to be reluctant to report to the authorities is because victims do not fully understand what happened to them, it takes time to realize that they are victims (Mumpuni, 2022; Ceelen, M., et al. 2019; Lorenz, K., Dewald, S., & Venema, R. 2021). In addition, the relevant officials or authorities still do not understand or understand how to provide primary services to victims, so there is often a delay in follow-up to the court (Putra, 2022; Stein, N. 1995; Mani, B. G. 2004; McDonald, P. 2012; Akel, M. A. 2018).

If you look deeper into the cases of sexual violence that are rampant, the majority of victims are women, even in a data launched by the Federation of Indonesian Teachers' Unions (FSGI) there are specifications of victims who are at the education unit level, recorded from January to May 2023 there are 202 victims who are included in students. This is also supported by data stating that the majority of the age range who experienced sexual violence was 13-18 years old, which can be concluded to be in the age range of students who are in high school or equivalent (Paradias and Soponyono, 2022; Paradias, N. 2007; Horner, J. 1995; Cantalupo, N. C. 2011). This proves that the educational environment does not guarantee the safety and security of students. Various efforts have been made by the government including the launch of the TPKS Law, this law is present as a response to the dark phenomenon that often recurs and becomes a social problem every year, this case continues to expand to touch the layers of society in the field of education, from the outstanding cases it can be concluded that anyone can be a perpetrator and anyone can be a victim. Unfortunately, one of the easy targets for perpetrators of sexual violence based on data collected is female students. Responding to cases of sexual violence that often occur in educational units, the level of high school education units is in the spotlight, one of which is in Bandung City, there are 147 high schools. The Central Bureau of Statistics (BPS) of Bandung City noted that in 2020 there were 100 cases of sexual violence that occurred, this was followed in the following years which tended to be not much different. There is one case of the many cases of sexual violence in the city of Bandung that has shocked the wider community, namely when one of the owners of the Madani Boarding School Islamic Boarding School named Herry Wirawan raped 12 of his students who were female students at the boarding school. Sadly, the age range of the santriwati who were at the Islamic Boarding School was at the age of 13-18 years, and the related santriwati in addition to receiving sexual exploitation they also received physical exploitation. In the statement of one of the victims, it was quoted that they were forced to do work that was usually done by construction workers, not only that the victims were asked to make proposals to ask for help and children who received Indonesia Pintar Program assistance did not get justice, because the assistance was used by the owner of the Islamic Boarding School for personal needs.

Victims of sexual violence especially in adolescents according to related research will experience various impacts including depression, phobias, recurring nightmares, and increased suspicion of others over a long period of time. For those who are particularly devastated by sexual violence there is a strong tendency to think about suicide that 30% of women who experience sexual violence, such as rape, consider suicide, while 31% seek psychological therapy, 22% take self-defense courses, and 82% have difficulty forgetting the traumatic event (Tryggvadottir, E. D. V., et al. 2019; Suhita, B. M., et al. 2021; Plunkett, A., et al. 2001). When a person experiences sexual violence, both physically and psychologically, this can cause deep trauma, especially in children and adolescents, which has the potential to result in mental disorders such as Post Traumatic Stress Disorder (PTSD) in victims of sexual violence. In the social aspect, it cannot be denied that victims are often faced with a negative stigma that blames them more as victims than perpetrators. This phenomenon occurs as a result of the acceptance of the rape myth.

Rape myth is defined as a set of attitudes and beliefs that can support sexual violence by shifting blame from the perpetrator to the victim (Wulandari and Krisnani, 2021). Acceptance of rape myths is often displayed through assumptions that justify statements such as "men cannot control their lust" or "victims who look open deserve to be victimized". These statements can certainly affect how a person interprets information about sexual violence cases that occur. Individuals who have high acceptance of rape myths tend to normalize men who commit rape, blame the perpetrator less, and blame the victim more (Endler, J. A., et al. 2014; Johnson, M. A., & Wade, J. 2010). On the other hand, the presence of belief in the statement will create a tendency for victims to blame themselves more just because of an idea that aims to justify the perpetrator's sexual aggression. Such statements will actually make victims choose to remain silent because they are afraid of getting negative stigma from the surrounding environment for what they have experienced. Therefore, the acceptance of rape myths within the social sphere must be suppressed so that all individuals can be more vigilant and have the tendency to help others, especially when they are bystanders in potential sexual violence situations.

A bystander is someone who witnesses an event (Casper, Witte, and Stanfield, 2021). In this case, because bystanders are often present during the pre-incident phase of sexual violence, it can be said that bystanders have a role that has the potential to help the process of preventing and handling cases of sexual violence experienced by someone around them. However, it is important for bystanders to have the knowledge, skills, and values to be able to fulfill their role. Observers who are able to provide their role in their daily environment can be said to have succeeded in applying bystander behavior.

Bystander behavior is defined as an ideal behavior where an observer thoughtfully takes precautions before an incident occurs (Mujal, et al., 2021). A person who has applied bystander intervention behavior can be said to have contributed to preventing cases of sexual violence that may occur around them. Unfortunately, when reflecting on the explanation previously presented, not all bystanders can play their role well in seeing potential situations of sexual violence. Many of them actually ignore the rights of victims. This indicates that one of the main problems in preventing and handling cases of sexual violence does not only come from the perpetrators, but also from bystanders who are passive or even bring down the victim's psychology. Therefore, in addition to the importance of reducing rape myths and improving bystander education application skills, it is also important for bystanders to have a high sense of empathy for victims or someone who is a potential victim of sexual violence. Empathy is defined as an individual's reaction to another person's experience. Empathy includes the ability to recognize and show concern for the emotions of others and see things

from another person's perspective. An empathic response can help a person effectively obtain social support so that victims of sexual violence who tend to close themselves off due to negative stigma can be facilitated by the presence of other assertive individuals. However, the facts on the ground often show different things. There are many situations where a person already has a sense of empathy, but they do not have the courage to help the victim for one reason or another. Therefore, sexual violence prevention programs that focus on bystander interventions are considered to be an effective solution in helping prevent sexual violence so that the number of sexual violence cases can decrease. One intervention that has been successful in changing people's attitudes and behaviors to be more aware and able to prevent cases of sexual violence in the surrounding environment is bystander education (Banyard, V. L., et al. 2004; Katz, J., & Moore, J. 2013; Amar, A. F., 2012).

Bystander education is one of the efforts to prevent sexual violence through psychoeducation and training activities for the community. In this case, psychoeducation is used as a program implementation strategy through providing education and training to the community or bystanders to improve their ability to identify potential situations of sexual violence, strategies that can be used to intervene when faced with it, and the confidence to act by referring to (Latane and Darley's, 1970) five-step Situational Model of Bystander Intervention. The main focus of this program is to create an active bystander role in preventing sexual violence cases. This program has been widely implemented in the United States and Canada to the point of becoming a mandatory program at several universities (Mujal et al., 2021; McMahon, S., et al 2019; Bell, S. C., 2019). In addition, the effects of this program have succeeded in reducing acceptance of rape myths, reducing sexual coercion behavior, and fostering bystander behavior. The personal and general acceptance of rape myths was also successfully reduced in a bystander education evaluation study conducted by (Cadaret et al. 2021) at the college level between treatment and control participants. The program was established with a psychoeducational learning method in which a presenter would provide information and lead discussions to discuss rape myths, increase empathy for survivors of sexual violence, learn ideal bystander behaviors, and increase awareness of rape myths at large.

Bystander education has also been effectively implemented in high school students in the form of a curriculum. This curriculum is called the Bringing in the Bystander-High School Curriculum (BITB-HSC). Evaluation results from the curriculum showed that students educated through BITB-HSC experienced short-term changes in empathy for victims and changes in bystander behavior. The program also had a long-term impact on reducing rape myths, increasing media literacy, preparedness, and bystander knowledge. Although BITB-HSC had a small long-term impact, there was a decrease in some cases of violence among students when implementing BITB-HSC compared to normal conditions. Therefore, bystander education has been identified as an ideal standard for sexual violence prevention programs to create cultural change due to its significant benefits, especially in rape culture.

Rape culture exists when expectations around rape and sexual violence become commonplace. This culture reinforces itself through various means, such as hegemonic masculinity, media, language, politics and rape myths. No matter where one lives, there is a culture where men are taught to be dominant, sexually aggressive and powerful. This is the most accepted way for boys and men to behave, and if they violate this norm, they are often ridiculed, beaten, or forced into submission; such pressure creates an environment that instills the idea that rape is part of being a man. The media, which reinforces hegemonic notions of masculinity, often portrays men as aggressive, which then makes rape seem commonplace.

Given the increasing number of cases of sexual violence against students in Indonesia, there are also not many applications related to the implementation of bystander education. This research is present to adapt and pilot the program in Indonesia by focusing on high school students, under the name "Power of Act". The purpose of this study is to see the effectiveness of bystander education in reducing the acceptance of rape myths, increasing empathy for victims, reducing support for rape culture, and fostering the skills of high school students to apply bystander education so that the number of sexual violence cases in the school environment can decrease. Reviewing the lack of literature on this research in Indonesia, the presence of this research is also expected to enrich the existing literature so that the application of bystander education can be sustainable and can be a guide for carrying out further research. Therefore, the problem to be answered in this study is "How is the effectiveness of Power of Act 'bystander education' in encouraging high school students to make efforts to prevent sexual violence in the school environment?". The researcher has a hypothesis that the acceptance of rape myths and rape culture in participants will decrease and empathy for victims, to bystander behavior will increase significantly.

2. LITERATURE REVIEW

2.1. Bystander Intervention Behavior

When looking at incidents of sexual harassment, it is not only about the perpetrators and victims, but also about the witnesses who are around the scene of the incident, which is then called the bystander. They have the potential to thwart sexual violence behavior. (Banyard, 2015) provides a definition that bystanders are witnesses to a negative phenomenon including emergencies, crimes, rule violations and so on, where their presence has the opportunity to provide assistance, contribute to negative behavior or encourage such behavior in some way, or just behave as observers without taking any action. In a phenomenon, there are differences in the responses given by bystanders, which will affect the different roles of bystanders in a phenomenon. Bystanders who take action in a phenomenon are called upstanders or defenders because they succeed in escalating the problem by behaving pro-socially (Jannah, 2021; Leone, R. M., et al. 2018).

2.2. Rape Myth

Rape myths are false attitudes and beliefs about sexual violence that spread in society at large. The rape myth then functions as a counter argument and becomes a pro argument to justify men's sexual aggression towards women. In another sense, it is stated that the rape myth is a belief about sexual violence behavior which will have an impact on shifting the object of guilt from the perpetrator to the victim. This widespread belief in society is a belief that has almost no factual basis in reality.

2.2. Rape Culture

Rape culture is a culture that normalizes acts of sexual violence against anyone. As in the understanding in other literature, rape culture is a pervasive ideology that effectively supports or condones sexual violence (Johnson and Johnson, 2021). The problem of rape is a socially produced problem that must also be addressed at the community level. Rape culture is not only about sexual violence, but also about norms and culture that solely protect perpetrators of sexual violence.

2.2. Victim Emphaty

The term empathy is defined by Hilton as something that involves cognitive and emotional components. In addition, Barnett and Mann also define empathy as a cognitive and emotional understanding that is concerned with the experience of others, resulting in an emotional response that is in accordance with the view that others have the right to be loved and also have intrinsic value. From this definition, victim empathy is a cognitive as well as emotional understanding by the perpetrator of sexual violence about the experience of victim of sexual violence, which then results in an emotional response that is full of compassion and respect for that person.

3. METHOD

This study focuses on findings based on an outcome evaluation using a one-group pretest-posttest design. In this design, one group of participants will be tested first before treatment is given. After that, the researcher gives treatment to the group of participants and collects posttest data again with the same instrument. If there is a significant difference in scores between the pretest and posttest, then the treatment is considered to have an effect. In addition, in this study, a follow-up test was conducted after one month in order to determine the short-term consistency of the treatment effect as shown in table 1.

Table 1. Research Design

Group	Pretest	Treatment	Posttest	Follow-Up Test
Experiment	O ₁	X	O ₂	O ₃

Notes:

O₁ : Pretest conducted before the first session of Bystander Intervention Program.

O₂ : Posttest conducted after the first session of Bystander Intervention Program.

O₃ : Follow-up Test conducted after the Second Session of Bystander Intervention Program

X: Bystander Intervention Program First Session Treatment

The data in this study consist of dependent variables in the form of bystander behavior, rape myths, rape culture, and victim empathy with the independent variable in the form of Bystander Education which is divided into two treatments. The systematic implementation of Bystander Education can be seen in the following table:

Table 2. Program Systematics

	Waktu	Metode Pembelajaran	Materi
First Session	120 minutes	Brainstorming; Presentation; Group Discussion; Q&A; Case Study; Video Presentation: Myth or Fact	<ul style="list-style-type: none"> • Sexual Violence • Rape Culture • Rape Myth
Second Session	120 minutes	Brainstorming; Presentation; Discussion; Q&A; Roleplay; Video Presentation	<ul style="list-style-type: none"> • Introduction to Bystander Behavior • Victim Empathy • Roleplay Bystander Behavior

In this study, the sample was taken at SMAN 1 Bandung with a total sample of one class taken by *cluster random sampling* so that class X6 with a total of 27 students was found as the participant group. Explained by (Acharya, A. S., et al. 2013; Yang, F., et al. 2014) that *cluster random sampling* is a sampling technique based on predetermined groups of population members. Based on this understanding, the sample taken is not carried out on all students, but on the class as a group. The description of participants can be seen in the following table:

Table 3. Description of Participant Data

	Category	Frequency	Percentage
Gender	Female	17	62,97%
	Male	10	37,03%
Age	15	21	77,78%
	16	6	22,22%
Ever participated in seminars/socialization activities regarding sexual violence	Yes	11	40,74%
	No	16	59,26%

The instruments used in this study consist of demographic and four English scales that have been adapted into Indonesian according to the guidelines of Beaton et al. (2000) and have been tested on 453 respondents who are high school students. The five instruments include: Demographics, Demographic statements, such as gender, age, and questions regarding whether they have participated in sexual violence psychoeducation activities with the option "yes" or "no" as a control of knowledge before the intervention. Demographic data is used to describe sample characteristics that may affect data results. Bystander Intervention Behavior Scale (BIBS; Male Version, $\alpha = 0.773$; Female Version, $\alpha = 0.798$). The Bystander Intervention Behavior Scale (Burn, 2009) was created based on Latane and Darley's Situational Model of Bystander Intervention (1970) which was created separately for women and men. The female version of the Bystander Intervention Behavior Scale consists of 10 items that include two statements regarding the likelihood of intervention if aware of a potential victim or perpetrator and two subscales: intervention to friends and intervention to women in general. Meanwhile, the male version of the Bystander Intervention Behavior Scale consists of 10 items which include two statements regarding possible interventions if they know potential victims or potential perpetrators and two subscales: intervention to friends and intervention to stranger men. All items were valid with corrected item-total correlations ranging from 0.338 to 0.640.

Illinois Rape Myth Acceptance Scale - Subtle Version (IRMA-S; $\alpha = 0.798$). The Illinois Rape Myth Acceptance - Subtle Version was used to determine the level of rape myth acceptance or perception of rape culture on a five-point scale from 1 (Strongly disagree) to 5 (Strongly agree). The scale consists of 32 items with an additional 10 items containing sexime statements that are used as outlier items and are not included in the item total score calculation. The scale includes four subscales: she asked for it), it wasn't really rape, he didn't mean to, and she lied. After testing, the researcher obtained 18 valid items out of 22 main items with a corrected item-total correlations score range of 0.313 to 0.705 so that the remaining 4 items need further revision for further research.

The Rape Culture Inventory (RCI; $\alpha = 0.924$). The Rape Culture Inventory assesses individuals' personal endorsement of rape culture and their perceived endorsement of rape culture on a four-point scale from 1 (Strongly disagree) to 4 (Strongly agree). The scale consists of 82 items covering five subscales: traditional gender roles, sexism, adversarial sexual beliefs, hostility toward women, and acceptance of violence. After being tested, the

researcher obtained 63 valid items out of 82 with a corrected item-total correlations score range of 0.301 to 0.484 so that the remaining 19 items need further revision for further research.

Victim Empathy Scale (VES; $\alpha = 0.783$). The Victim Empathy Scale (VES; Edwards et al., 2017) is used to measure individuals' empathy regarding whether they are able to feel and imagine being in the shoes of a victim of sexual violence. This scale consists of 3 items with four scale points. All items were valid with corrected item-total correlations ranging from 0.569 to 0.662.

In this study, One-way Repeated Measures ANOVA was used to compare the mean scores of participants before and after being treated in one group. One-Way Repeated Measures ANOVA is a parametric test used to compare the means of one or more dependent variables based on repeated measurements of the same subjects who have participated in an experiment. The Friedman test is a nonparametric test as an alternative if one or all of the data are not normally distributed. All numerical analyses were performed using SPSS 25 statistical software.

4. RESULTS AND DISCUSSION

A normality test was conducted first to determine whether the overall data could perform a One-way Repeated Measures ANOVA comparison test. The normality test was conducted with the Shapiro-Wilk test which showed that all Female Version BIBS scores from the pretest ($W(17) = 0,947, p = 0.413$), posttest ($W(17) = 0,944, p = 0.372$), to the follow-up test ($W(17) = 0,900, p = 0.069$) were declared normally distributed. Similarly, the Male Version of BIBS scores from the pretest ($W(10) = 0,884, p = 0.145$), posttest ($W(10) = 0,876, p = 0.117$), to the follow-up test ($W(10) = 0,865, p = 0.088$) had similar normally distributed data. In addition, all IRMA-S scores also showed normal distribution with pretest values ($W(27) = 0,957, p = 0.317$), posttest ($W(27) = 0,956, p = 0.294$), to follow-up test ($W(27) = 0,967, p = 0,532$). The RCI scores again showed a normal distribution with pretest values ($W(27) = 0,952, p = 0.238$), posttest ($W(27) = 0,904, p = 0.249$), until the follow-up test ($W(27) = 0,939, p = 0,115$). In contrast to the others, all VES scores from pretest ($W(27) = 0,904, p = 0.016$), posttest ($W(27) = 0,707, p = 0.000$), to follow-up test ($W(27) = 0,740, p = 0.000$) were not normally distributed. Therefore, all scores other than VES will be subjected to One-way Repeated Measures ANOVA test, while the VES score itself will be subjected to Friedman test because all scores are not normally distributed.

The value of Mauchly's Test of Sphericity is seen first in the One-way Repeated Measures ANOVA test results to determine whether the Sphericity Assumed value can be used as a reference in determining whether there is a significant difference in the mean score from the pretest to the follow-up test. If not met, Mauchly's Test of Greenhouse-Geisser value can be used as an option in seeing the difference. It was found that the Female Version of BIBS score ($X^2(2) = 0,820, p = 0.664$), Male Version of BIBS ($X^2(2) = 0,612, p = 0.736$), and IRMA-S ($X^2(2) = 4,114, p = 0.128$) indicates that Sphericity Assumed is fulfilled so that it can be a reference in knowing the existence of significant differences. However, the RCI value does not meet the standard ($X^2(2) = 25,297, p = 0.000$) so the researcher reviewed the value of Mauchly's Test of Greenhouse-Geisser. It was found that the VES score ($X^2(2) = 25,298, p = 0.611$) indicates that Greenhouse-Geisser is met so that it can be a reference in knowing that there is a significant difference in VES scores.

Through the One-way Repeated Measures ANOVA test with Sphericity Assumed correction, it was reported that there was a significant difference in the mean scores of both the Female Version BIBS score ($F(2) = 4,846, p = 0.015$) and IRMA-S ($F(2) = 8,161, p = 0,001$).

Meanwhile, on the Male Version BIBS score based on the Sphericity Assumed correction ($F(2) = 1,893, p = 0.179$) and RCI based on Greenhouse-Geisser ($F(2) = 0,160 p = 0.852$) found no significant difference. Results with the same interpretation were obtained through the Friedman test with VES scores where again no significant differences were found ($X^2(2) = 5.433, p = 0.066$). This states that there is a significant difference regarding the change in treatment scores on bystander behavior for women and overall rape myth acceptance. There were no significant differences from pretest to follow-up test on rape culture support and empathy towards victims although the changes showed in the predicted direction. Meanwhile, bystander behavior for men did not indicate a significant difference with changes in the opposite direction. The following table shows the mean scores and standard deviations for all measures.

Table 4. Mean and Standard Deviation

Measurement results	Pretest	Posttest	1-Month Follow-up
	n = 27	n = 27	n = 27
BIBS-Versi Perempuan	41,76 (4,16)	43,23 (4,88)	44,29 (4,87)
BIBS-Versi Laki-laki	42,50 (4,55)	41,20 (6,64)	38,40 (7,64)
IRMA-S	65,00 (9,71)	59,63 (9,80)	61,29 (10,52)
RCI	144,44 (20,09)	143,11 (15,17)	143,18 (17,90)
VES	10,03 (1,60)	10,29 (1,40)	10,81 (1,33)

Notes: BIBS = Bystander Intervention Behavior Scale; IRMA-S = Illinois Rape Myth Acceptance Scale – Subtle Version; RCI = The Rape Culture Inventory; VES = Victim Empathy Scale.

In accordance with the findings of other bystander programs, the posttest to follow-up test showed a significant increase in bystander behavior related to sexual violence so that the program can be said to be successful in promoting positive behavior change. However, surprisingly, this change only occurred in the female sample. This is thought to be because men have higher barriers to intervention than women so the treatment message may not have been heard. Differences related to gender comparisons in bystander education have been found by other studies which report that males show less change than females in bystander behavior or even no significant difference. This concludes that gender plays an important role in bystander behavior and further research is needed on its approach.

As for although changes in bystander behavior are only measured by intention and are not clearly visible in real life, intention is one of the effective predictors of behavior (Amar et al., 2012) because the stronger a person's intention to perform a behavior, the more likely a person is to actually perform the behavior. Balakrishnan (2018) said that a bystander is someone who witnesses an event, either passively (doing nothing) or actively (such as defending the victim, reporting the incident, etc.). Someone who applies bystander intervention behavior is an active bystander because they have and do the following five things initiated by Latane and Darley (1970): (1) noticing events happening around them; (2) being able to identify an event as a problem with qualified knowledge about sexual violence; (3) feeling responsible to intervene; (4) deciding how to intervene or help, and; (5) taking action to intervene. The action can be in the form of 5Ds stated by Berkowitz (2009): (1) direct (reprimand the perpetrator); (2) distract (distract the victim or perpetrator); (3) delegate (ask others to intervene); (4) delay (help after the event has occurred), and; (5) document (document the event).

As with the findings of other studies, the results of this study showed a significant decrease in rape myth acceptance from pretest, posttest, to 1 month follow-up test. The decrease in rape myth acceptance is important given that someone who believes in rape myths will tend

to blame the victim more which will certainly worsen the condition of survivors of rape or sexual violence if this belief is directly conveyed to them. This is because a victim needs support to help them identify what has happened as a recovery step.

Meanwhile, the results showed no significant change in rape culture support. This is unfortunate because sexual violence is the result of a culture that justifies violence in general or directly against women (Herman, 1984). The possible cause of this finding is that the concept of rape culture is too complex which includes various factors such as traditional gender roles, sexism, adversarial sexual beliefs, and hostility towards women which are difficult to digest, especially for high school students whose topics may not be familiar to them so that longer and more intensive treatment is needed. Similarly, empathy towards victims was found to have no significant change despite the expected increase. The researcher suspects that this is due to the ceiling effect where participants already have high empathy before the treatment so that the expected increase is difficult to achieve (The highest score that can be obtained from the Victim Empathy Scale is 12).

Overall, Power of Act proved successful by having short-term effectiveness in increasing bystander behavior in women and reducing overall rape myths. Meanwhile, future research is recommended to create a program that can be longer according to the material presented. This is because many experts in the field of sexual violence prevention have added booster sessions over time to reinforce the treatment messages (Moynihan et al., 2015). In order to make the effect of prevention clearer, a control group is needed for comparison between those who received the intervention and those who did not. Further studies can also compare different learning models such as theater performances and others according to the target subjects to be treated. Comparative studies of research designs are also expected to be conducted in the future to be a source of information on what type of program is most impactful for implementing bystander education.

5. CONCLUSION

Power of Act is one of the bystander education that has an impact on increasing bystander behavior and reducing acceptance of rape myths integrated through training with various learning models. This research adds to the current knowledge as well as supports various previous studies regarding sexual violence prevention efforts in high schools. The program has established a training module for teachers and/or high school students themselves as facilitators who will later provide learning to students and/or their peers who have the opportunity to provide a comprehensive understanding of the issue of sexual violence at the individual level to be able to be considered by schools to be included in the curriculum which will ultimately be able to reduce cases of sexual violence in the school environment.

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