

# Fostering a Safer Campus: a Community Service Webinar on Sexual Violence Prevention and Support Strategies at ITSM

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## ABSTRACT

Sexual violence within university settings, including at the Institut Teknologi dan Sains Mandala (ITSM), represents a significant challenge that necessitates proactive and educational interventions to cultivate safer campus environments. This article details a community service webinar specifically developed and delivered to address this critical issue within the ITSM community. The initiative successfully engaged approximately 127 college students from ITSM, aiming to empower them by furnishing comprehensive and actionable guidance for navigating situations involving sexual violence. The webinar's content meticulously outlined essential 'do's and don'ts' for individuals who have experienced sexual violence, encompassing immediate safety protocols, clear pathways for reporting incidents, information on accessing vital support services (such as medical, psychological, and legal assistance available to the ITSM community), and an understanding of their rights. Concurrently, the webinar provided crucial insights and practical advice for third parties within the ITSM campus, such as friends, peers, and educators, on how to effectively and sensitively support a victim, appropriate methods for intervention or reporting an incident, and the critical importance of avoiding common pitfalls like victim-blaming. Through this targeted educational initiative at ITSM, which reached a significant number of students, the webinar aimed to enhance awareness of sexual violence, equip individuals with practical response strategies, and contribute significantly to fostering a campus culture at ITSM that actively prevents sexual violence and robustly supports survivors.

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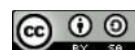
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## 1. INTRODUCTION

Sexual violence on university and college campuses is not merely an isolated incident but a pervasive and deeply concerning systemic issue. It casts a long shadow, inflicting significant and often lasting harm on students and fundamentally undermining the safety, integrity, and intellectual freedom that should define educational environments worldwide (Linder et al., 2020). This violence manifests in various forms, from sexual harassment and coercion to non-consensual sexual contact and assault, affecting a diverse student population irrespective of gender, background, or year of study. The repercussions for survivors are profoundly multifaceted and debilitating. Beyond the immediate physical trauma some may endure, survivors often grapple with severe and enduring psychological distress. This can include the development of post-traumatic stress disorder (PTSD), persistent anxiety, deep-seated depression, and a shattered sense of self-worth, which in turn can tragically derail their academic aspirations, leading to difficulties concentrating,

missed classes, and even withdrawal from their studies. Socially, survivors may experience isolation, strained relationships, and a profound loss of trust, impacting their overall well-being and ability to fully participate in campus life (Jeffrey et al., 2023). University campuses, envisioned as vibrant centers of learning, personal growth, and community, paradoxically can also present unique contextual factors that inadvertently contribute to the risk of sexual violence. These factors can range from specific social dynamics, such as the pressures associated with campus party cultures or hierarchical power imbalances within student organizations or between students and staff, to the inherent vulnerabilities of residential living situations like dormitories. Furthermore, the nature and visibility of an institution's response—or lack thereof—to reported incidents can significantly shape the campus climate and either deter or inadvertently enable such violence (Dufour, 2024). The current state of knowledge unequivocally acknowledges the intricate complexity of this problem, thereby underscoring the urgent and ongoing need for comprehensive, evidence-informed, and effective prevention and intervention strategies that address both individual behaviors and systemic contributors.

In direct response to this critical and persistent need, educational institutions globally are increasingly being called upon—by students, faculty, advocacy groups, and governing bodies—to move beyond reactive measures and implement truly proactive and preventative frameworks. The existing body of literature consistently underscores the importance of a multi-pronged approach. This often includes highly visible awareness campaigns—utilizing posters, social media, workshops, and orientation programs—designed to educate the campus community about the definition of sexual violence, the importance of consent, and the resources available (Bonar et al., 2022). Alongside these efforts, the development and provision of robust, trauma-informed support services for survivors are paramount. Such services must be confidential, easily accessible, and comprehensive, encompassing immediate medical care, specialized psychological counseling, academic accommodations, and clear guidance on legal and institutional reporting options (Dills et al., n.d.). Furthermore, training programs aimed at preventing sexual violence and promoting healthy, respectful relationships are widely advocated. These often include bystander intervention training, which equips individuals with the skills and confidence to safely intervene in situations that could lead to sexual violence, and comprehensive consent education that moves beyond simplistic definitions to explore enthusiastic agreement and communication in relationships. However, despite these valuable efforts, a continuous and pressing need remains for accessible, highly practical, and context-specific guidance. This guidance must empower all members of a campus community—not only those who might directly experience violence but also the crucial network of friends, peers, faculty, and staff who constitute potential bystanders or third parties—to understand their roles and responsibilities and to respond appropriately and effectively when incidents of sexual violence are disclosed or witnessed. A significant gap often persists in translating general awareness—knowing that sexual violence is wrong—into concrete, actionable steps that individuals feel capable of taking in high-stakes, emotionally charged situations. This challenge is often compounded by the unique cultural nuances, social norms, and structural characteristics of individual institutions, meaning that generic, one-size-fits-all programs may not resonate or be as effective as those tailored to the specific campus environment (Eriksen et al., 2024).

This paper describes a community service webinar initiative undertaken at the Institut Teknologi dan Sains Mandala (ITSM) designed to address sexual violence within its specific campus community. The purpose of this webinar, and subsequently this article, is to share a targeted educational intervention aimed at empowering ITSM students with crucial knowledge and practical skills. The scope of the webinar encompassed detailed guidance on 'do's and don'ts' for individuals who have experienced sexual violence, covering immediate

safety, reporting mechanisms, and access to support, as well as for third parties or bystanders on how to support survivors and intervene responsibly. The general method employed was an interactive community service webinar, which successfully engaged approximately 127 college students from ITSM.

The primary objective of this paper is to document this community service initiative, detailing its content, delivery, and the rationale behind its approach. The context of this investigation is the Institut Teknologi dan Sains Mandala, and this paper seeks to contribute to the ongoing efforts to foster a safer campus environment therein. While this paper does not present a formal hypothesis tested through empirical research, its research goal is to provide a descriptive account of the webinar that can serve as a practical example for other institutions, particularly those with similar characteristics to ITSM, looking to implement or enhance their own sexual violence awareness and response programs. The motive for this initiative and its documentation stems from the recognized need to equip students with direct, actionable information, thereby addressing a potential gap in purely awareness-based campaigns. This paper aims to demonstrate the potential usefulness of such a targeted webinar in enhancing community preparedness and support systems. The subsequent sections will elaborate on the webinar's specific content, its delivery, and discuss its implications and potential for future development within the ITSM community and beyond.

## 2. METHODS

This article employs a descriptive methodology to document and analyze a community service initiative focused on sexual violence awareness and response, conducted at the Institut Teknologi dan Sains Mandala (ITSM). The core of this initiative was an educational webinar designed to equip college students with practical knowledge. The following steps delineate the process undertaken:



Figure 1. Community Service Roadmap

### 1. Conceptualization and Rationale Development:

The initiative was conceptualized based on the recognized and pressing need for practical, actionable guidance regarding sexual violence within university settings (Orr et al., 2022). While general awareness of sexual violence as a problem is often present, a specific gap was identified in providing clear, step-by-step advice for both individuals who might experience such violence and for third parties (bystanders) who witness or learn of such incidents within the ITSM community. The primary rationale was to move beyond abstract concepts and empower students with concrete 'do's and don'ts'.

### 2. Target Audience Identification and Engagement Strategy:

- a. **Target Audience:** The primary target audience for the webinar was identified as undergraduate and postgraduate college students currently enrolled at Institut Teknologi dan Sains Mandala (ITSM). This group was chosen due to their central role in the campus community and as a demographic frequently impacted by campus sexual violence (Febrian, n.d.)

- b. **Recruitment and Promotion:** Information about the webinar, including its objectives, date, time, and access details, was disseminated to ITSM students through digital posters sent to student groups. The aim was to achieve broad reach within the student population.

### 3. Webinar Content Development and Material Preparation:

- a. **Content Framework:** The core content was structured around two key perspectives:
- b. **Guidance for Victims/Survivors:** This segment focused on immediate actions to ensure safety, procedures for reporting (both formally and informally, if applicable within ITSM or local context), accessing support services (medical, psychological, legal), understanding their rights, and crucial self-care practices. Emphasis was placed on empowering survivors and validating their experiences.
- c. **Guidance for Third Parties/Bystanders:** This segment addressed how to recognize signs of potential sexual violence or distress, how to offer support to a victim/survivor in a sensitive and non-judgmental manner, appropriate ways to intervene (if safe to do so), procedures for reporting concerns about others, and critically, how to avoid common pitfalls such as victim-blaming or inadvertently causing further harm (Martini & De Piccoli, 2021).
- d. **Material Preparation:** A comprehensive presentation (e.g., PowerPoint, Google Slides) was developed to deliver the information visually and systematically. This material included key definitions, actionable steps, resource information specific to ITSM or locally available services (if applicable), and contact details for support.

### 4. Webinar Execution and Delivery:

- a. **Platform:** The webinar was conducted online using Zoom, chosen for its accessibility to students and features facilitating presentation delivery.
- b. **Date and Duration:** The webinar lasted for approximately 2 hours, including time for a Q&A session.
- c. **Facilitation:** The webinar was facilitated by the author, who presented the prepared material. The delivery style aimed to be informative, engaging, and sensitive to the serious nature of the topic.
- d. **Attendance:** Participation was voluntary. Attendance was recorded using google forms, with approximately 127 college students participating in the session.

### 5. Documentation and Data Collection for Article:

- a. For the purpose of this descriptive article, the following were collected and utilized:
- b. **Webinar Materials:** The presentation slides and any other prepared educational content serve as primary data detailing the information disseminated.
- c. **Attendance Records:** The count of 127 student attendees provides a measure of the webinar's reach.
- d. **Photographic Evidence:** Photos were taken, e.g., screenshots of the webinar in progress. These serve as visual documentation of the event.

### 6. Approach to Analysis for this Article:

The "analysis" presented in this paper is primarily qualitative and descriptive. It involves a systematic recounting of the webinar's objectives, content, delivery method, and reach. The aim is to provide a clear and detailed account of the community service initiative, allowing readers to understand its scope and nature. The discussion will focus on the potential implications and value of such an intervention within the ITSM context and for similar campus communities. No quantitative statistical analysis was performed due to the absence of pre- and post-webinar questionnaires or other empirical data collection instruments for impact assessment.

### 7. Ethical Considerations:

The topic of sexual violence is inherently sensitive. The webinar was designed and delivered with a commitment to creating a respectful and supportive virtual environment.

The information provided aimed to empower participants and focused on providing resources and constructive actions. The focus was on education and support, avoiding any language or approach that could be construed as victim-blaming or causing distress.

### 3. RESULTS AND DISCUSSION

This section outlines the execution and key observations from the community service webinar on sexual violence awareness and response, conducted for students at the Institut Teknologi dan Sains Mandala (ITSM). The primary aim was to provide actionable guidance to participants.

#### 1. Webinar Implementation and Participation:

The community service webinar was successfully conducted via a virtual platform Zoom. The session was attended by approximately 127 college students from various faculties/departments within ITSM, indicating a notable level of interest in the topic. The webinar proceeded as planned, covering the predetermined material in an interactive format. See Figure 2 for an example of virtual attendance.

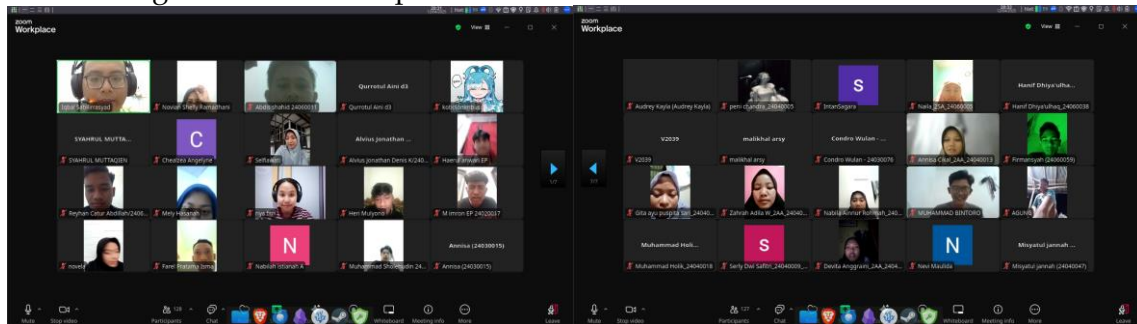


Figure 2. Photos of Virtual Attendance

#### 2. Content Delivery and Key Themes:

The core content of the webinar focused on providing clear 'do's and don'ts' for individuals who have experienced sexual violence and for third parties or bystanders.

a. **For Survivors:** Emphasis was placed on immediate safety, avenues for seeking medical and psychological support, understanding their rights, and options for reporting, both formally and informally. See Figure 3 for an example of material shared.



Figure 3. Example of material shared

b. **For Bystanders:** Guidance included how to offer support sensitively and effectively, appropriate ways to intervene if safe to do so, and the importance of respecting a survivor's decisions and confidentiality.

c. **Addressing Barriers to Reporting:** A significant portion of the webinar addressed the immense pressures faced by survivors, which often deter them from reporting. It was highlighted that this pressure can emanate from multiple sources, including fear of disbelief or negative repercussions from the institution, concerns about parental reactions, and direct or indirect intimidation from the offender or their allies. Specific scenarios, such as the fear of reporting incidents involving individuals in positions of power (e.g., lecturers, mentors)

due to concerns about academic reprisal or unfair grading, were discussed. The pervasive issue of victim-blaming and the associated fear of not being believed or facing social stigma, rather than receiving support, was also a central theme.

### **3. Participant Engagement and Interaction:**

The webinar fostered an engaged environment, evidenced by a dynamic question-and-answer session. Participants raised numerous questions, many of which pertained to navigating complex real-life scenarios and ethical dilemmas related to sexual violence on campus and in daily life. This active participation suggested that the content resonated with the students and addressed their existing concerns and uncertainties. The nature of the questions indicated a desire for practical advice and clarification on how to apply the information discussed.

### **4. Encouragement and Empowerment:**

Concluding the webinar, a strong message of encouragement was delivered, urging participants who have experienced or witnessed sexual violence to speak out. Options for doing so, including anonymous reporting channels (if available at ITSM or generally) or confiding in a trusted individual (friend, counselor, or faculty member), were emphasized. The aim was to empower students by reminding them that their voices matter and that seeking help is a sign of strength.

The community service webinar at Institut Teknologi dan Sains Mandala (ITSM) aimed to equip students with practical knowledge to respond to sexual violence. The results, primarily descriptive of the webinar's execution and content, offer insights into its potential contribution to fostering a safer campus environment. The successful delivery of the webinar to approximately 127 students demonstrates an initial reach and engagement on a sensitive and critical topic. The core content, focusing on actionable 'do's and don'ts' for both survivors and bystanders, directly addressed the webinar's primary objective of providing practical guidance. The materials presented (Figure 3) were designed to be clear and accessible, translating broader awareness into specific behavioral recommendations.

A key aspect of the discussion during the webinar revolved around the significant barriers to reporting sexual violence. The acknowledgment of intense pressure on survivors from various sources—campus authorities, parents, and offenders—and the specific fear of repercussions when the perpetrator is in a position of authority (like a lecturer or mentor), aligns with broader research on underreporting of sexual violence on campuses [Cite literature on barriers to reporting sexual violence in university settings]. This issue is particularly pertinent to the ITSM context, where, despite the existence of a dedicated task force (SATGAS PPKS) to handle such incidents, there has reportedly been a lack of formal cases. The webinar's direct addressal of these fears—including the fear of victim-blaming and its potential consequences—can be seen as an attempt to demystify the reporting process and validate survivors' concerns. The fact that no cases have been reported to SATGAS PPKS does not necessarily indicate an absence of incidents, but rather, may reflect the very fears and pressures discussed in the webinar. Therefore, the initiative's focus on these barriers was a crucial step.

The active engagement observed during the Q&A session, with students raising questions related to daily life issues, suggests that the webinar's content was relevant and resonated with their lived experiences. This interaction can be interpreted as an indicator of an existing need for such information and dialogue within the ITSM student community. It implies that students are grappling with these issues and are seeking guidance on how to navigate them.

The concluding message of encouragement for survivors to speak out, whether anonymously or to a trusted person, was intended to empower students and counter the culture of silence that often surrounds sexual violence. By highlighting different pathways for disclosure, the webinar aimed to offer alternatives for those who might fear formal

reporting processes. This aligns with trauma-informed approaches that prioritize survivor agency and choice (Hannan et al., 2021).

#### 4. CONCLUSION

While this paper describes a single educational intervention and does not include empirical data on changes in knowledge or attitudes, the descriptive results of the webinar—its attendance, the nature of the content delivered, the active participant engagement, and the specific focus on local reporting barriers—suggest its potential value. The webinar served as a platform to disseminate critical information, openly discuss sensitive issues prevalent within the campus context (such as the fear of reporting to figures of authority and the underutilization of SATGAS PPKS), and encourage help-seeking behaviors. By directly addressing the complex pressures faced by survivors and offering practical steps for both survivors and bystanders, the initiative sought to contribute to a more informed and supportive campus culture at ITSM. Future efforts could build upon this foundation by incorporating mechanisms for anonymous feedback or follow-up sessions to further assess and address the evolving needs of the student community regarding sexual violence prevention and response.

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