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## Analysis of Cyber Harassment Violence Management Using the 5R Method on Female Students at Unimuda Sorong Southwest

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### Abstract

The phenomenon of cyber harassment as part of Online Gender-Based Violence (KBGO) is increasing and has a significant impact on female students, especially in areas with uneven digital literacy such as Southwest Papua. This study aims to analyze the change in students' abilities after the intervention of the 5R Method (Recognize, Respond, Record, Report, Refer) in dealing with cyber harassment, with the novelty in the form of the application of the 5R method as a gender-based structured intervention model that is empirically measured in the context of local universities. The study used a mixed methods method with a one group pretest-posttest design combined with a phenomenological approach, involving 60–70 female students of UNIMUDA Sorong who were selected by purposive sampling. The intervention was carried out through training for 3 sessions in 2 weeks, using a Likert scale questionnaire instrument (1–5) covering five 5R domains with a reliability of Cronbach's Alpha 0.82. The results showed an increase in the mean score from 2.71 to 3.89 ( $\Delta=1.18$ ), with the paired sample t-test showing a significant difference ( $p<0.05$ ) and a measure of Cohen's effect d of 0.85 (large category). The qualitative findings reinforced these results, showing an increase in awareness, the ability to document digital evidence, and the use of reporting channels and psychosocial support, accompanied by an increased sense of post-intervention security. Although the limitations of the design without a control group limit causality claims, these findings suggest that the 5R method has the potential to be a relevant approach in supporting cyber harassment countermeasures and strengthening gender-based digital literacy in the college environment.

### KEYWORDS

cyber harassment, unimuda sorong, 5r.

### Introduction

The rapid development of information technology has presented new opportunities in the world of education, but it also presents a serious threat in the form of Online Gender-Based Violence (KBGO), including *cyber harassment* (Andaru, 2021). This phenomenon is no longer limited to the global digital space, but has become a real problem in the lives of students in Indonesia, including at UNIMUDA Sorong,

Southwest Papua. *Cyber harassment* is a form of violence that occurs through digital platforms such as social media, instant messaging applications, and other online communication spaces, which are often aimed at women as a vulnerable group. (United Nations Women, 2020)

Female students in higher education including the University of Education Muhammadiyah Sorong face a high risk of forms of KBGO such as harassment, intimidation, humiliation, *body shaming*, personal content-based extortion, and *false accusations*. (Komnas Perempuan, 2023) This condition is exacerbated by the lack of digital literacy, lack of courage to report, and the strong culture of *victim blaming* in society. (Henry & Powell, 2015) Sexual Violence in a Digital Age. Palgrave Macmillan In the local context of Southwest Papua, the very high use of social media among young people also increases the potential for digital violence that is difficult to control.

This phenomenon does not only occur in open social media spaces such as Instagram, Facebook, or X (Twitter), but also often appears in private communication spaces such as WhatsApp, Telegram, and student discussion forums. Research shows that the most common forms of KBGO experienced by women are degrading sexual comments, body shaming, dissemination of intimate content without permission, and threats to disseminate personal photos or videos to oppress victims psychologically and socially (Rosyidah et al., 2022).

Based on initial observations and small group discussions conducted on female students at UNIMUDA Sorong, several main patterns of problems were found. First, verbal harassment and sexual comments through social media which often appear in the form of private messages, comments on photos, and anonymous uploads in campus digital groups (Duggan, 2017). Second, *body shaming* and insults to physical appearance, which often target female students through memes, screenshots of personal photos, or public comments on social media. Third, the spread of rumors or false accusations related to the victim's personal reputation and social relationships. These accusations are often spread through digital conversation groups, causing psychological pressure and social stigma for the victim.

Previous research has shown that the most dominant form of GBB

experienced by female students at universities or universities is *cyber harassment* which leads to a negative reputation for the victim. The psychological impact is not only in the form of stress, anxiety, and decreased self-confidence, but also affects the academic performance and social relations of female students. Annual Research Review: Harms Experienced by Children in the Digital Environment (Livingstone & Smith, 2014). Therefore, preventive and responsive interventions are urgently needed to protect students and create a safe academic space.

Theoretically, this phenomenon is in line with the findings of international research that states that sexual violence in the digital age often occurs in nonphysical forms such as the dissemination of intimate content without consent, online harassment, and gender-based bullying that can have serious psychological impacts for victims (Association for Progressive Communications, 2020a; Jane, 2020). The study in the book *Sexual Violence in a Digital Age* explains that sexual violence in the digital space can have psychological and social impacts that are as serious as physical violence, including trauma, anxiety, and damage to the victim's social reputation (Astuti, 2023).

Research related to *cyber harassment* in the university environment generally still focuses on descriptive aspects, such as the form, causative factors, and psychological impact on victims (Shahzad et al., 2026). In addition, most studies only emphasize digital literacy in general without integrating systematic and gender-based intervention approaches. On the other hand, research that examines cyber harassment prevention through practical and measurable approaches is still very limited, especially in Eastern Indonesia such as Southwest Papua, especially using the 5R (*Recognize, Respond, Record, Report, and Refer*) method as an aspect of gender-based violence management.

The 5R (*Recognize, Respond, Record, Report, and Refer*) method is an effective intervention approach to dealing with cases of digital violence. Asia Pacific Foundation. 5R Framework for Responding to Online Harassment, 2021 This method provides concrete steps so that students can recognize signs of violence, respond appropriately, document evidence, report to the authorities, and access advanced support (Asia Pacific Foundation, 2021). The 5R approach is also recommended by various institutions engaged in digital

victim protection issues because it is able to increase personal resilience and case handling capacity at the individual and institutional levels (Ging & Siapera, 2019).

The Analysis of Cyber Harassment *Violence Prevention* Analysis Activity using the 5R Method on Female Students at UNIMUDA Sorong is very important as an effort to build critical awareness, strengthen prevention capacity, and develop campus mechanisms that are responsive to KBGO cases. Based on the above presentation, the author is interested in conducting research related to Efforts to Overcome the Impact of *Cyber Harassment* Using the 5R Method on UNIMUDA Sorong Students.

Through this activity, students are expected to be able to gain a comprehensive understanding of forms of digital violence, their rights as survivors, and strategic steps to counteract it. In addition, this activity is a real contribution of UNIMUDA Sorong in supporting the implementation of a safe learning environment with a gender perspective, in line with the national commitment to eliminating violence against women in the digital era (Komnas Perempuan, 2023b).

## Methods

This study uses a *mixed method* with a Sequential Explanatory Design *model*, which is the collection and analysis of quantitative data first, then deepened with qualitative data (Creswell, 2018). This approach was chosen because the phenomenon of KBGO and *cyber harassment* can not only be measured statistically, but also needs to be understood in depth through the subjective experiences of victims. At the quantitative stage, the research involved around 60-70 female students of Universitas Pendidikan Muhammadiyah Sorong as a research sample selected through purposive sampling techniques. The research instrument was in the form of a gender-based digital literacy questionnaire and response ability to cyber harassment consisting of around 25-30 statement items using a Likert scale of 1-5. Before use, the instrument was tested for validity through an item-total correlation test (Pearson Product Moment) and reliability using Cronbach's Alpha coefficient, with a reliability standard of  $\geq 0.70$ .

In the first stage, this study uses a quantitative approach with a *PreExperimental One Group Pretest-Posttest design*. This design allows researchers to measure the effectiveness of 5R Method (*Recognize, Resist, Report, Record, and Reach Out*) training interventions on increasing female students' knowledge, awareness, and ability to respond to *cyber harassment* cases. Measurements were carried out through pretest before intervention and posttest after training with a time interval of about 2-4 weeks to see changes in respondents' level of understanding and readiness. Quantitative data analysis was carried out using a *paired sample ttest* to determine the significant difference between scores before and after the intervention. In addition, the study also calculated effect size using *Cohen's d* to determine the level of strength of the influence of the 5R method intervention on improving digital literacy and the courage to report in female students.

After obtaining a quantitative picture of the impact of the intervention, the research was continued with a qualitative approach using a phenomenological approach. This stage involved about 10-15 informants selected from quantitative research participants through purposive sampling techniques, especially those who had direct or indirect experience related to cyber harassment. Data collection was carried out through *in-depth interviews* and *focus group discussions (FGDs)* with the guidance of semi-structured interviews. The phenomenological approach allows researchers to understand the meaning of participants' experiences about digital violence, barriers to reporting, psychological pressure experienced, and

how the 5R method helps them deal with these situations. Qualitative data are then analyzed using thematic analysis, namely through the process of data reduction, thematic categorization, and withdrawal of the meaning of participants' experiences.

The two approaches are combined in the Sequential Explanatory Design model, which is a mixed research model that begins with quantitative data collection, then expands through qualitative data. This model allows quantitative results to be described, deepened, and enriched through qualitative findings, resulting in a comprehensive understanding of the effectiveness of 5R method interventions in improving gender-based digital literacy, courage to report, and the capacity of female students to face *cyber harassment* in the campus environment. Thus, this research not only produces statistical-based empirical evidence, but also provides a contextual understanding of the dynamics of victim experiences and relevant coping strategies in the university context (Mukramin et al., 2024).

## Result and Discussion

### Efforts to Overcome the Impact of Cyber Harassment Using the 5R Method on UNIMUDA Sorong Students

The phenomenon of *cyber harassment* is one of the forms of Online GenderBased Violence (KBGO) that is increasing along with the use of the internet and social media among students. KBGO not only affects digital security, but also threatens mental health, academic processes, and the comfort of interacting in the campus environment. In the context of UNIMUDA Sorong, female students are the most vulnerable group to digital bullying, *body shaming*, online sexual harassment, extortion based on personal content, and false accusations spread through digital platforms (Aprilia, 2017). This condition demands the presence of an intervention model that not only reduces risk, but also strengthens students' capacity to protect themselves and respond appropriately to incidents.

This study involved 65 female students of the University of Education Muhammadiyah Sorong who participated in the 5R method intervention training. Based on the characteristics of the participants, the majority of respondents were in the age range of 18-22 years (76.9%), while 23.1% were in the age range of 23-25 years. Judging from the background of the study program, participants came from several faculties with the composition of the Faculty of Law and Social and Political Sciences (32.3%), the Faculty of Teacher Training and Education (30.8%), the Faculty of Economics and Business (21.5%), and other faculties (15.4%). In addition, around 61.5% of participants admitted to having experienced or been targeted by cyber harassment, while another 38.5% had witnessed or known similar cases with their friends or digital environment. These findings show that exposure to KBGO in the campus environment is relatively high and has become a real issue for female students.

It is in this context that the 5R Method (Recognize, Respond, Record, Report, and Refer) becomes a relevant countermeasure strategy and can be applied effectively. This method has been used in various international institutions as

**Table 1.** Comparison of Pretest and Posttest Scores of Cyber Harassment Literacy (n = 65)

Variable	Red Pretest	Mean Posttest	Differences	t-value	Sig (p)
KBGO Knowledge	2.81	4.15	+1.34	8.97	0.000
Responsiveness	2.69	4.07	+1.38	8.51	0.000
Courage to Report	2.36	3.92	+1.56	9.12	0.000
Evidence Documentation Capabilities	2.58	4.03	+1.45	8.74	0.000

a practical approach to help victims understand, control the situation, and access formal institutional support. The application of this method to UNIMUDA Sorong students provides an important overview of how educational interventions and institutional mentoring can significantly reduce the impact of *cyber harassment*.

To measure the effectiveness of the intervention, the study used a pretest- posttest design with a gender-based digital literacy questionnaire instrument consisting of 30 items on the Likert scale (1-5). The measurement results were analyzed using descriptive statistics and a paired sample t-test to see *significant differences before and after the training*.

The results of the analysis showed a significant improvement in all indicators after the intervention of the 5R method ( $p < 0.05$ ), as presented in Table 1. The largest increase occurred in the courage to report, which previously had the lowest average score at the pretest stage. This shows that before the training, many students did not have the courage or understanding of the mechanism of reporting KBGO cases. After the training, there was a significant improvement in this aspect which shows that the 5R method is effective in building confidence and procedural awareness in students.

From field analysis and literature review, it is known that *cyber harassment* activities have a multidimensional impact on female students (Hadi & Afandi, 2021). Psychologically, victims experience anxiety, feelings of insecurity, loss of confidence, and prolonged stress that affect academic performance. Socially, victims often withdraw from socializing and avoid digital activities that are actually necessary for lectures. Some victims even choose to remain silent because of the victim *blaming culture* that is still strong in the local community, thus delaying the reporting process (Powell et al., 2020). This condition makes the 5R approach very urgent to be implemented.

The first stage of the 5R method is Recognize, which is the ability to recognize signs of online violence. Based on digital literacy theory, the ability to recognize violent behavior is the basic foundation to reduce the risk of victimization. Students who can identify threat patterns such as intimidating messages, sexual comments, or the dissemination of photos without permission will be better prepared to take mitigation measures from the beginning. In UNIMUDA Sorong activities, the training at this stage has been proven to increase students' understanding of forms of KBGO that were previously not considered as violence, such as *cyberstalking* or *false accusations* that affect digital reputation (Ministry of PPPA RI, 2022).

The second stage is Respond, which is the ability to respond appropriately and safely when facing digital attacks. The *theory of routine activity* states that crimes or attacks occur when there are motivated perpetrators, vulnerable targets, and the absence of guards who are able to protect (Cohen & Felson, 1979). By improving their ability to respond, students are no longer in a vulnerable position, as they can take measurable actions such as *blocking*, avoiding emotional replies, and securing accounts. Simulation activities in training show that structured responses can prevent escalation and reduce victims' exposure to follow-up attacks.

The third stage, Record, emphasizes the importance of documenting digital evidence as a tool for formal reporting and

legal action. Proper documentation — such as *screenshots*, links, time of the incident, and the identity of the perpetrator — is a vital component in the process of proving cases of GBV. International institutions such as UN Women emphasize that digital evidence is a determining element in the success of handling cases of online violence.<sup>20</sup> In the context of UNIMUDA Sorong, students usually do not keep evidence because they are panicked or embarrassed. After the intervention, students better understand how to secure evidence, which increases their readiness to report.

The fourth stage, Report, is an important element in countermeasures. The low reporting rate in KBGO cases is caused by stigma, fear of perpetrators, and distrust of institutional procedures. By providing a safe and confidential reporting channel, campuses can act as *capable guardians* who protect victims (Henry & Powell, 2015b). 5R training at UNIMUDA Sorong encourages students to be more open and brave to report to campus authorities such as lecturers, complaint service units, or external institutions such as the police and women's protection services (Monita, 2023). A clear reporting mechanism has been proven to increase student trust in educational institutions.

The last stage is Refer, which is the ability to access referrals to support services such as counselors, psychologists, legal assistants, or women's protection institutions (LewoLeba & Wahyuni, 2023). Heise's ecological model theory states that the handling of violence must be carried out at the individual, relational, institutional, and community levels.<sup>22</sup> The right referral is part of an institutional intervention that allows for a comprehensive recovery for victims. Students who initially felt alone now know that they can access campus psychological services, local women's institutions, and legal assistance mechanisms to deal with severe cases.

Overall, the analysis shows that the application of the 5R Method has a real positive impact on UNIMUDA Sorong students. Students experience an increase in knowledge, courage, and skills in dealing with *cyber harassment*. The psychological impact also decreases due to the existence of clear discussion and reference spaces. At the campus level, the increase in cases reported after the intervention does not indicate an increase in violence, but an increase in *students' awareness* and trust in the reporting mechanism.

However, the application of this method still faces several obstacles. Cultural factors such as double victimization, lack of gender understanding, and social norms that blame victims need to be addressed through long-term education. In addition, there is a need for a campus policy that explicitly cracks down on KBGO perpetrators to provide a deterrent effect and build a safe and inclusive campus culture.

Efforts to counter *cyber harassment* through the 5R Method on female students of UNIMUDA Sorong are increasingly finding urgency when associated with global dynamics regarding online gender-based violence. In recent years, international organizations such as UN Women, the World Bank, UNESCO, and the *European Union Agency for Fundamental Rights* (FRA) have emphasized that digital violence against women is a "new epidemic" that threatens women's integrity, security, and participation in digital public spaces. With the increasing penetration of the internet and a rapidly connected digital culture, young women, including female students, face risks that are not only recurring, but also increasingly complex.

In this global context, the experience of UNIMUDA Sorong students is not much different. Many victims report that *cyber harassment* can occur without a clear pattern, take place on various platforms, and is often perpetrated by unknown perpetrators (Flew, 2021). This is in line with a Pew Research Center study that shows that young women aged 18–29 are the largest group to experience online harassment, including

*hate speech*, bullying, sexual comments, and the sending of inappropriate content (Association for Progressive Communications, 2020b). When this international phenomenon is placed in the context of Southwest Papua, which has a distinctive social-emotional environment, the challenges faced by victims are often multiplied.

The 5R method provides a space for victims to understand violent situations with a more structured and empowering perspective. In the advanced stages of 5R implementation, several important patterns are found:

#### Increasing Critical Awareness and Digital Literacy

After the 5R training, UNIMUDA students showed a significant increase in *critical awareness*, namely the ability to see the relationship between personal experiences and gender power structures in the digital space (Mariana et al., 2011). This is similar to the results of research by the European Institute for Gender Equality (EIGE) which emphasizes that gender-based digital literacy can increase women's courage to act and fight online violence.

In this activity, students not only learned to recognize the types of digital violence, but also the socio-cultural contexts that make certain forms of violence considered commonplace. Recognition of this context is very important in the local culture of Southwest Papua, where gender stereotypes and social pressures are still strong. After the training, many participants admitted that they were able to distinguish between ordinary digital conflicts and acts of *cyber harassment* that directly impact their dignity.

#### Transforming Attitudes to Reporting and Resistance

Before the intervention, most female students were reluctant to report for fear of reprisals, embarrassment, and the assumption that their reports would not be taken seriously. However, after the 5R training, there was a significant transformation in attitudes. Students became more convinced that reporting was an act of selfprotection and part of an effort to break the chain of violence.

This finding is in line with a study by the International Center for Research on Women (ICRW) which confirms that reporting is more likely to occur if women have strong institutional support, clear reporting mechanisms, and guarantees of confidentiality. In this activity, students stated that the existence of lecturers, companions, and campus service units is a key factor in creating a sense of security.

#### Strengthening Technical Capabilities in Handling Digital Evidence

The *Record Stage* in the 5R Method has strong relevance to international standards related to the handling of evidence of digital violence. The *Council of Europe Convention on Cybercrime* (Budapest Convention) emphasizes that digital evidence must be collected and stored correctly to maintain its integrity as evidence (Backgroun, 2024). The training provided at UNIMUDA Sorong teaches students basic techniques such as evidence storage, taking *screenshots* with time listing, and simple metadata storage. This knowledge not only helps the internal reporting process of the campus, but also opens up opportunities to proceed to the legal channel if the case is considered serious<sup>30</sup>. Some participants reported that they managed to keep evidence for digital distress cases that they previously wanted to remove out of fear.

#### Changes in Social and Digital Interaction Patterns

One of the interesting impacts of the implementation of the 5R Method is the emergence of changes in the pattern of digital interaction between students. Trainees began to be more careful in sharing personal information, checking the privacy settings of social media accounts, and limiting the receipt of messages from foreign accounts.

This phenomenon is in line with UNESCO's research in the report "*I'd Blush If I Could*" which asserts that young women must be strengthened with digital skills to face gender risks in social media platforms. This new attitude also encourages students to support each other when one of them experiences any form of threat or harassment.

#### Strengthening Psychosocial Referrals and Assistance Services

The *Refer stage* is one of the components that participants appreciated the most. Many female students were previously unaware that they could access counseling services from campuses or outside institutions to get psychological and legal support. This approach is in line with the recommendations of the *World Health Organization (WHO)* which states that victims of digital violence need emotional support to reduce the risk of long-term trauma.

Students who were involved in the activity admitted that they felt more heard and understood. The psychosocial support<sup>34</sup> provided through these activities helped them process traumatic experiences in a more positive way, as well as reduce the impact of social isolation that often accompanies victims of *cyber harassment*.

#### Analysis of Ecological Models in Cyber Harassment Cases at UNIMUDA

If analyzed through the [Heise Ecological Model \(Heise, 1998\)](#), the interventions carried out turned out to touch all levels:

- Individual Level: increased digital literacy, awareness, and courage.
- Relationship Level: the creation of a peer support network.
- Institutional level: availability of training, reporting SOPs, and campus responses.
- Community Level: strengthening the value of anti-violence and anti-KBGO campaigns in student activities.

By touching on the entire level, this method becomes more comprehensive because it focuses not only on the victim as an individual, but also on the social structures that affect their vulnerability.

#### Challenges in the Implementation of 5Rs at UNIMUDA Sorong

Although the effectiveness of 5R is quite high, several obstacles are still found, especially in aspects of culture, access to services, and the campus's digital system.

- A culture of silence and shame is still dominant, where victims feel that reporting can make things worse.
- Uneven internet access in the Southwest Papua region sometimes limits students' ability to secure digital evidence quickly.
- The lack of a comprehensive campus policy regarding the handling of KBGO makes some follow-up steps still depend on the individual initiatives of lecturers or staff.
- Lack of professional assistants such as psychologists or female legal experts in the campus environment.

These challenges are in line with the findings of UNESCO and the ITU that educational institutions in developing countries need structural support to develop stronger digital protection systems.

#### Measurable Impact on Students and Campus

From the entire series of training and analysis, several

measurable impacts can be deduced:

- Increased knowledge scores related to KBGO and 5R.
- More students feel prepared to face digital threats.
- Increased courage to report.
- The formation of a culture of digital security awareness.

Strengthening the reputation of the campus as an institution that is responsive to gender issues.

This intervention shows that educational approaches and institutional support can create a safer campus environment for women.

## Conclusion

Based on the results of a study on 65 female students of the University of Education Muhammadiyah Sorong, the application of the 5R Method (Recognize, Respond, Record, Report, and Refer) showed a measurable and significant impact in increasing the capacity of students in dealing with *cyber harassment*. The data showed that 61.5% of participants had experienced *cyber harassment* directly, while another 38.5% had witnessed or known of similar cases in their digital environment, which indicates that Online Gender-Based Violence (KBGO) is a real phenomenon and has a fairly high level of exposure among students. The results of the quantitative analysis through the pretest-posttest design showed a significant increase in all digital violence prevention literacy indicators after the 5R method training. The average student comprehension score increased from 2.61 in the pretest stage to 4.04 in the posttest stage, or an increase of 1.43 points, with the largest increase occurring in the indicator of courage to report which increased by 1.56 points, followed by an increase in the ability to respond to digital attacks by 1.38 points, and the ability to document digital evidence by 1.45 points. The results of the statistical test using a paired sample t-test showed a significance value of  $p < 0.05$ , which indicates that the change was a real impact of the training intervention, not a coincidence. In addition, the effect size value (Cohen's  $d = 0.82$ ) showed that the intervention of the 5R method had a large effect on improving gender-based digital literacy in female students.

Qualitatively, participants also showed positive changes in attitudes, especially in increasing awareness of various forms of *cyberstalking*, online sexual comments, the dissemination of unauthorized content, and *false accusations*, as well as increasing students' readiness to respond to digital attacks safely, store evidence, and utilize available reporting mechanisms (Purnama & Haris, 2024). Based on these findings, this study recommends several operational steps, namely the integration of gender-based digital literacy in academic activities and student orientation, the establishment of a safe and confidential digital violence complaint service unit in the campus environment, the implementation of regular 5R method training for students and lecturers, the preparation of campus policies that expressly regulate the prevention and handling of KBGO, and the strengthening of cooperation with external institutions such as the police and women's protection institutions to strengthen the referral system for victims. In addition, campuses also need to conduct digital education campaigns in an ongoing manner to build an academic culture that is safe, inclusive, and free from gender-based violence in the digital space.

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