Research Article

Author for correspondence:
Aulia Rahma Ritonga
✉ auliarahma@usu.ac.id
✉ Universitas Sumatera Utara, Medan, Indonesia

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Developing a Sexual Harassment Prevention Model Through the 'Courageous Campus' Campaign: A Counseling-Based Approach in Higher Education in Medan City

Aulia Rahma Ritonga[ID], Muhammad Husni Thamrin[ID], Nur'aini[ID], Maulana Andinata Dalimunthe[ID]

Abstract

Background/purpose. This study is designed to develop and evaluate the effectiveness of a sexual harassment prevention model through the "Courageous Campus" campaign, explicitly focused on educational strategies within higher education institutions in Medan city. The need for this campaign is driven by the rising incidents of sexual harassment within academic settings, which compromise not only the security but also the educational outcomes and comfort of students.

Materials/methods. Employing a qualitative methodology, this research utilizes participatory and non-participatory observations, in-depth interviews, and focus group discussions to gather data. The analysis was conducted using NVivo software to facilitate the coding and categorization of main themes, which assisted in uncovering significant patterns and insights regarding the educational campaign's impact on raising awareness about sexual harassment.

Results. The findings reveal that the educational campaign has effectively heightened awareness and engagement among the campus community in efforts to address and prevent sexual harassment. Notable behavioral and policy changes within the university underscore the campaign's role in transforming the campus culture towards enhanced safety and inclusivity.

Conclusion. The research highlights that integrating educational initiatives with robust legal protections and psychological support is vital for a comprehensive strategy to combat sexual harassment in educational settings. It emphasizes the necessity of a holistic and participatory approach within the campaign to significantly foster a safer educational environment.

1. Introduction

The issue of sexual harassment in Indonesia is becoming increasingly prominent today. According to Kompas (Kompas, 2022), the National Commission on Violence Against Women reports that the number of sexual violence cases in virtual spaces continues to grow annually. In 2017, there were 16 complaints of virtual harassment, but by 2021, the number had risen to 1,721. Moreover, the violence occurring in the academic world is receiving serious attention. Sexual harassment creates a space for perpetrators to launch narratives of harassment (Alaggia & Wang, 2020).

Some examples of virtual sexual harassment include harassment of two hosts of the children's education channel Kinderflix (2023), the dissemination of vulgar photos by a teacher in Bojonegoro (2023), and many others. Ironically, not all perpetrators of sexual harassment receive equivalent treatment because the allegations made do not involve physical violence. However, verbal harassment is already accommodated by ITE Law Article 27, paragraph 1 (Mustika et al., 2021).

Verbal and nonverbal sexual harassment should receive equivalent legal treatment because they cause traumatic effects on the victims. In this regard, the author constructs several indicators of verbal sexual harassment, including: 1) Comments with a narrative of harassment, 2) Disturbing personal messages, 3) Pornographic defamation, 4) Exploitation of images and videos, 5) Teasing and catcalling (Adams et al., 2022; Krähnke et al., 2023; Nasikhatuddini, 2021; Nurahlin, 2022; Salerno-Ferraro et al., 2022). These indicators are often trivialized by some parties, resulting in a lack of inclusive protection for the victims.

Protection and mitigation against sexual harassment at universities have become an urgent need (Vidu et al., 2022). One interesting approach to address this issue is through a college campaign, which not only provides education and ethics related to sexual harassment but also promotes behavioral change through educational and awareness approaches (Bergenfeld et al., 2022).

The "Courageous Campus" campaign at colleges emerges as a holistic and sustainable solution to tackle sexual harassment in the academic space. Colleges not only provide a moral and ethical foundation but also promote gender equality and uphold individual rights. Therefore, this campaign is not only about prohibiting sexual harassment but also about building collective awareness of individual rights and the obligation to maintain a virtual environment (Grosser & Tyler, 2022; Poinar, 2023).

In the study conducted by Guschke et al. (2019), the main focus was on the experiences and perceptions of students regarding sexual harassment at a Danish university. This research revealed the level of awareness and the students' readiness to confront sexual harassment, highlighting the need for more effective policies and inclusive sexual education within the academic environment (Guschke et al., 2019). Meanwhile, the research by Kikooma et al. (2023) at Makerere University explored a gender transformative approach by engaging men through the "Men's Hub" to build awareness and change behaviors that support gender equality. This study underscores the importance of involving men in efforts to prevent sexual harassment, supporting education and attitudinal transformation in higher education institutions (Kikooma et al., 2023).

Despite the valuable insights provided by these studies into strategies for preventing sexual harassment in university settings, there remains a gap in research exploring a prevention model that integrates a counseling approach within the campus environment. The need for such a model is increasingly urgent, particularly in the context of Medan city, where local cultural and social factors might influence the effectiveness of sexual harassment prevention campaigns. Therefore, developing a sexual harassment prevention model through the "Courageous Campus" campaign, based on a counseling approach, could significantly contribute to offering more inclusive and sustainable protection for victims and promoting behavioral change within the academic environment.

This research proposes a model for handling sexual harassment through the "Courageous Campus" campaign at the Higher Education in Medan City, with a primary focus on counseling as the main tool for prevention and education. The campaign aims to develop a safe and inclusive campus environment, through the implementation of counseling programs that include awareness training, an anonymous reporting system, protection policies, counseling services, and the establishment of a special office for sexual harassment cases. This approach is expected to strengthen the awareness and involvement of the campus community in addressing sexual harassment, while creating a supportive learning environment for all.

The urgency of research on the model for handling sexual harassment through the "Courageous Campus" campaign at the Higher Education in Medan City lies in the pressing need to address and prevent sexual harassment in the academic environment, an issue that continually threatens the security and comfort of the campus community. With increasing awareness of the negative impact of sexual harassment on victims, including psychological disturbances and obstacles to academic achievement, there is a critical need to develop effective approaches that not only directly tackle this issue but also promote a safe and inclusive learning environment.

2. Literature Review

2.1. Higher Education and Sexual Harassment

Sexual harassment in higher education is a hidden epidemic that poisons the foundation of education and academic freedom. Often viewed as an individual issue, it is in reality a manifestation of skewed power structures and deep-rooted patriarchal culture within the academic environment (Guggisberg et al., 2021). Cases of harassment are frequently reported in an atmosphere of fear, secrecy, and stigma, creating a vicious cycle that obstructs justice and recovery for victims. Ironically, institutions that should be places of knowledge seeking and enlightenment instead become arenas where perpetrators hide behind academic authority and honor (Namaste et al., 2021).

Educational campaigns in the context of universities play a critical role in addressing various social issues, including sexual harassment (Flynn et al., 2023). This approach recognizes the importance of education and awareness as initial steps to prevent and intervene in harmful behaviors and to promote a safe and inclusive environment. However, the implementation of these educational campaigns often faces significant challenges that require critical analysis to ensure their effectiveness (Elton et al., 2019; Reynolds et al., 2023).

2.2. Theoretical Framework

Empowerment Theory provides a significant framework for designing and implementing educational campaigns related to sexual harassment in colleges. Rogers identifies four main elements—innovation, communication channels, timing, and social systems—as keys to spreading new ideas and technologies, facilitating the adoption of positive behaviors through the use of appropriate communication channels and strategies targeting various adoptive groups (Rogers, 1962). Meanwhile, Empowerment Theory emphasizes activating individuals and communities to take control of their lives by developing critical awareness, skills, and social networks, enabling them to advocate for positive social change. By integrating these theories, educational campaigns in universities can be more effective in promoting a safe and inclusive environment, as well as fostering sustainable social change from the bottom up (Christens, 2019; Joseph, 2020).

In the theoretical framework of this study, we employ Albert Bandura's Social Learning Theory as a foundational concept. This theory emphasizes the importance of learning through observation, imitation, and modeling (Bandura, 2023). Bandura argues that individuals can acquire new behaviors and attitudes by observing the actions of others within their social context. In the context of the "Courageous Campus" campaign, this theory is particularly relevant as it helps explain how

educational strategies can effectively promote anti-harassment behaviors among students and staff. By witnessing positive behaviors being modeled, and negative consequences for inappropriate actions, members of the academic community are likely to adopt and reinforce these behaviors themselves. This approach supports the campaign's objectives to cultivate a respectful and safe educational environment free from sexual harassment.

2.3. Previous Research

Before analyzing several previous studies, the author conducted an initial literature observation using the Publish or Perish app, collecting 1,000 previous studies with the keyword "Sexual harassment virtual." Subsequently, the author performed network analysis and density analysis using the VosViewer app. The observation results were as follows:
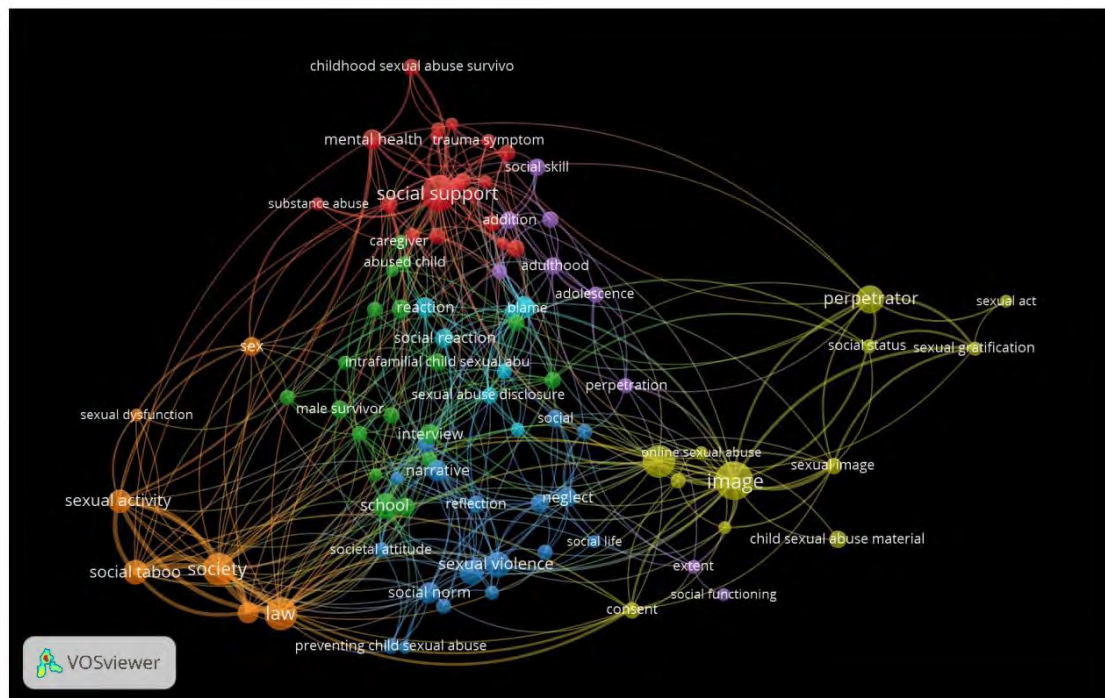

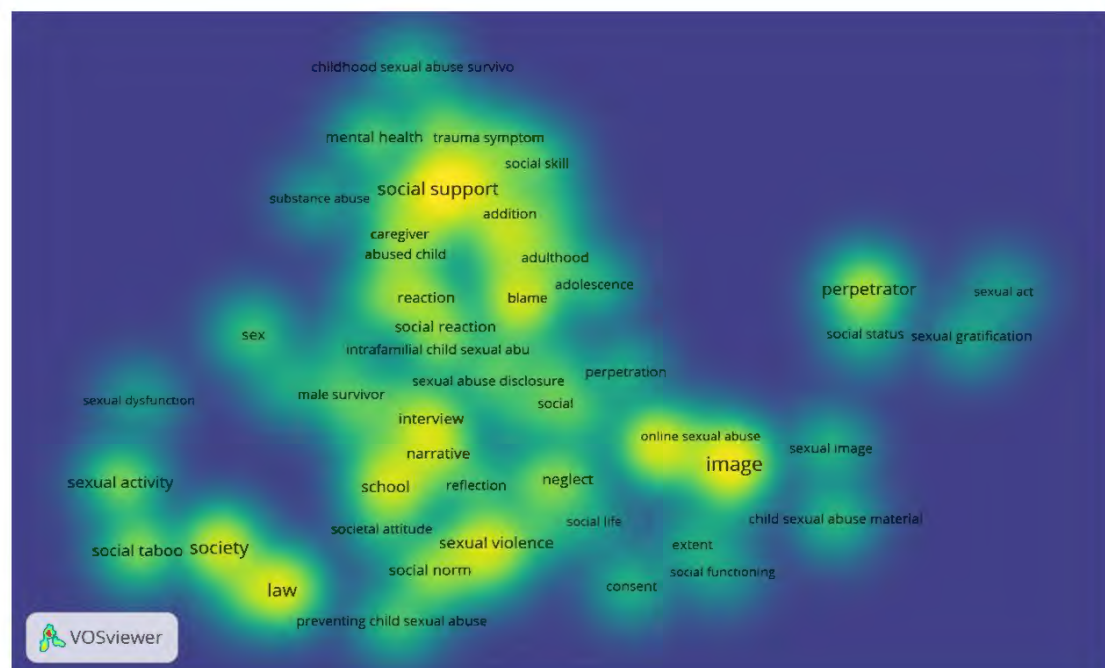**Figure 1.** Network Analysis (Source: Author, 2023)

Figure 2. Density Analysis (Source: Author, 2023)

From the two images above, it can be seen that the network construction is quite chaotic. This indicates the variety of dimensions that can be discussed with the theme of sexual harassment in virtual spaces. Common terms that emerged in previous research include sexual violence, social support, law, and mental health. In addition, the researcher will specifically review several previous articles as the foundation for new findings in the research.

Through the study titled "Coping With Workplace Sexual Harassment: Social Media As An Empowered Outcome (Malik et al., 2022)", the difference in research lies in the object of discussion where this study discusses on a college scale.

Next, the second study titled, "Perceiving Sexual Harassment And #Metoo Social Media Campaign Among Chinese Female College Students (Mou et al., 2022)". The campaign in previous research was based on social media Twitter, whereas this study is based on colleges. Lastly, the study titled "Empathy Gap in Social Media Comments for Sexual Harassment Victim (Lubis et al., 2022)" discusses the empathy gap towards victims of sexual harassment. In contrast, this study discusses a digital campaign in efforts to mitigate sexual harassment in virtual spaces.

3. Methodology

This study adopts a qualitative methodology to evaluate the effectiveness of the "Courageous Campus" campaign at higher education institutions in Medan City, aimed at preventing and responding to sexual harassment. Data collection methods include both participatory and non-participatory observation, interviews with various members of the academic community, and focus group discussions with students. Additionally, this study integrates secondary data from academic literature. NVivo software is utilized to facilitate the management of qualitative data, supporting further analysis through coding and categorization (Creswell & Creswell, 2022). The informants in this research are as follows:

Table 1. Research Informants

No.	Name	Status	Remarks
1	SH	Academic	Primary informant
2	MA	Academic	Primary informant
3	SPM	Student	Primary informant
4	NSAM	Student	Primary informant
5	EC	Student	Primary informant
6	MM	Student	Primary informant
7	RHHP	Student	Primary informant

Source: Researcher (2024)

For data collection, the research employs both participatory and non-participatory observation methods to gain profound insights into the dynamics within the campus environment during the campaign. Participatory observation involves the researcher directly engaging in activities related to the campaign, while non-participatory observation is conducted through monitoring without direct interaction with the subjects. This approach allows the researcher to observe behavioral differences and responses to the campaign within the academic setting.

Data analysis is conducted using the Miles, Huberman, and Saldana model, which includes four main stages: data collection, data condensation, data display, and conclusion drawing (Miles et al., 2021). The data obtained from interviews and focus group discussions are categorized to identify

main themes, which are then visualized in the form of tables, diagrams, and narratives (Bailey, 2023). This process enables researchers to gain a deeper understanding of the campaign's impact on behavioral changes and awareness among the campus community, as well as the factors influencing the campaign's effectiveness. The validity of the data in this study is ensured through the process of triangulation, which involves using various data sources and collection methods to compare and verify information. The type of triangulation employed is methodological triangulation, including comparisons of results from observations, interviews, and documentation (Flick, 2020). This is crucial in affirming the validity of the data, especially in qualitative research where subjective and contextual interpretations significantly influence the analysis outcomes.

4. Results

4.1. Sexual Harassment in Higher Education: Acceptance and Experience

Sexual harassment in higher education environments is a phenomenon that elicits varied responses from both academics and students (Bovill & Podpadec, 2023; Mujahidin et al., 2023). For academics, sexual harassment is often viewed as a structural challenge requiring more systematic policy intervention and management programs. Faculty members typically hold a more formal perspective regarding the importance of regulation, transparency, and the establishment of effective reporting mechanisms. They advocate for the creation of specialized handling offices, stringent protection policies, and ongoing open counseling. On the other hand, students tend to focus more on their daily experiences, either as victims or witnesses. From the interview results, the author has found the following:
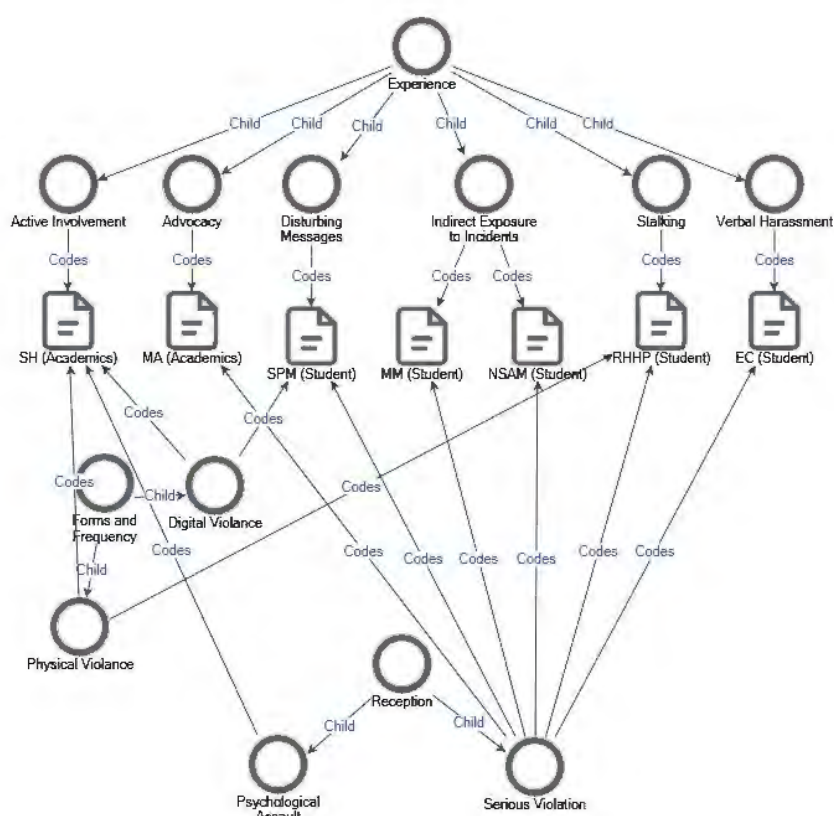

Figure 3. Interview Results Map (NVivo 15, 2024)

This conceptual map illustrates the relationships between various aspects of experience and acceptance of sexual harassment in higher education, involving two main groups: academics (faculty) and students. The map shows that there is a complex interaction among various elements such as the forms and frequency of harassment, responses from victims and witnesses, and the strategies and policies implemented by institutions to address them.

At the top of the map, the "Experience" entity is a focal point for exploring various subcategories related to sexual harassment experiences. These subcategories include "Active Involvement," "Advocacy," "Disturbing Messages," "Indirect Exposure to Incidents," "Stalking," and "Verbal Harassment." Each of these subcategories is further described through codes that link specific individual or group experiences to broader categories.

"Active Involvement" and "Advocacy" depict direct participation and advocacy efforts by individuals and groups in addressing sexual harassment. Two academics, SH and MA, are shown as examples in this context, demonstrating their involvement in promoting policies and taking both preventive and responsive actions against sexual harassment.

"Disturbing Messages," "Indirect Exposure to Incidents," "Stalking," and "Verbal Harassment" represent the varied forms of harassment, ranging from unwanted communications to stalking and verbal abuse, often experienced by students. Students such as SPM, MM, and NSAM provide concrete examples of these forms of harassment and how they affect their sense of safety on campus.

Below "Experience," there are more categories that reflect the broader impacts of harassment, including "Physical Violence," "Psychological Assault," and "Serious Violation," each depicting escalations of physical violence, psychological attacks, and serious violations. These categories not only touch on individual incidents but also highlight the need for systematic responses from educational institutions.

The "Reception" term, located at the bottom of the map, reflects how these efforts are received within the university environment. This includes not only acceptance of sexual harassment as a serious issue but also how the policies and interventions implemented by the university are received by the campus community. This assessment is crucial for determining the effectiveness of the actions taken and for designing more effective strategies in the future (Blackburn et al., 2024; Machisa et al., 2023).

Thus, this conceptual map provides a comprehensive overview of how the issue of sexual harassment is faced, responded to, and perceived in higher education environments, highlighting the importance of active involvement from all parties in creating a safe and supportive environment for all members of the academic community.
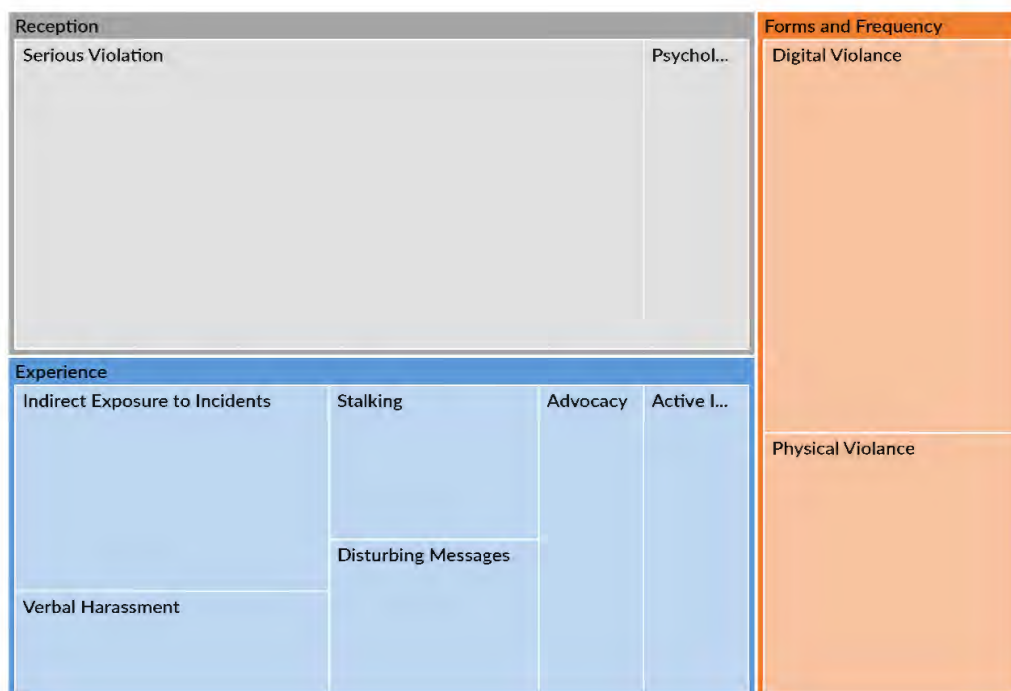
Figure 4. Hierarchical Analysis (NVivo 15, 2024)

The presented hierarchical diagram focuses on the complex nature of sexual harassment in higher education, categorizing its elements into "Experience," "Acceptance," and "Forms and Frequency," each with sub-categories reflecting specific aspects of the issue.

"Experience" is the fundamental category that includes various ways individuals experience sexual harassment. Divided into "Indirect Exposure to Incidents," "Stalking," "Disturbing Messages," and "Verbal Harassment," each sub-category captures the nuances of victims' or witnesses' experiences, from direct impacts to less visible but significant long-term effects on their emotional and mental well-being. "Acceptance" includes "Serious Violations," describing how acts of sexual harassment are received and interpreted within the legal and policy context of the university. This sub-category emphasizes handling cases involving violations considered severe by the campus community and the justice system, as well as institutional responses to such reports (Gardiner et al., 2019).

"Forms and Frequency" is divided into "Digital Violence" and "Physical Violence," providing analysis of the different types of harassment and how often they occur within the university context. This highlights the need for varied prevention strategies tailored to the nature and frequency of harassment, as well as the need for targeted education and advocacy (Steele et al., 2022). The integration of these three major categories within the diagram reveals the complex interactions between individual experiences, institutional responses, and the characteristics of harassment incidents, reflecting the complexity of understanding and addressing sexual harassment in higher education. The detailed categories support the need for a holistic approach that combines responsive and preventive policies, ongoing education for the campus community, and a strong support system for victims.

This diagram not only serves as an analytical tool to identify and explore various aspects of sexual harassment but also as a framework for developing more effective and inclusive intervention strategies that can be applied in academic environments to create a safe and supportive learning environment.

4.2. Mitigation of Sexual Harassment: Educational Model, Student Role, and the "Courageous Campus" Campaign

Mitigation of sexual harassment in higher education requires a holistic approach, one of which is through an educational model that focuses on preventive education and empowerment of the campus community (Bondestam & Lundqvist, 2020). Amidst increasing awareness of the importance of protecting victims, the role of students as front-line agents of change becomes highly significant. The "Courageous Campus" campaign represents a collective commitment to creating a safe academic space, where educational outreach serves as a strategic tool to break the cycle of sexual harassment (Banyard et al., 2021; Yusup et al., 2023). Active student involvement in this campaign strengthens the advocacy movement oriented towards upholding rights and protection for the entire academic community. From interviews with stakeholders, the author obtained the following results:
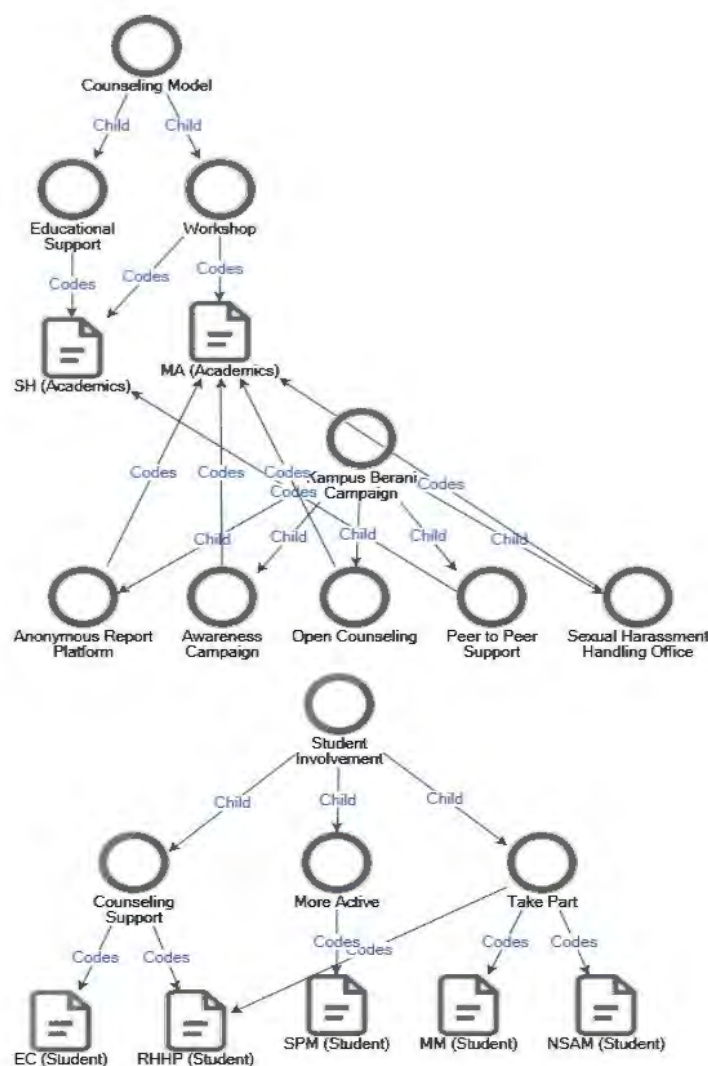
Figure 5. Interview Results Map (NVivo 15, 2024)

This conceptual map charts the strategies implemented in mitigating sexual harassment at a university. At the top level of the diagram, there is the Educational Model, which consists of Educational Support and Workshops. These methods are organized and promoted by academics, represented in this diagram by SH and MA, who play a role in the development and implementation of education and training to enhance awareness and skills in handling sexual harassment issues.

From the efforts of these academics, the "Courageous Campus" campaign has evolved, aiming to implement various concrete actions in handling sexual harassment on campus. The campaign includes key initiatives such as an Anonymous Reporting Platform, providing a means for victims and witnesses to report incidents without revealing their identity; an Awareness Campaign, aimed at increasing knowledge and understanding of sexual harassment; Open Counseling, providing access to psychological support; Peer-to-Peer Support, facilitating support among students; and a Sexual Harassment Handling Office, which serves as the center for managing harassment cases.

At the lowest level of the diagram, Student Involvement is key to the effectiveness and sustainability of the efforts described. In this context, student involvement includes three main components: Counseling Support, providing direct assistance to affected students; More Active, encouraging students not only to participate but also to advocate in this issue; and Take Part, emphasizing the importance of student participation in all aspects of the campaign and related initiatives. Students such as EC, RHHP, SPM, MM, and NSAM each represent segments of students involved in these activities, demonstrating how diversity of experience and background brings richness to the collective effort to address sexual harassment on campus.

Figure 6. Word Cloud from Interviews (NVivo, 2024)

The word cloud generated from interviews about the sexual harassment mitigation strategy in the university environment highlights key terms such as "Counseling," "Awareness," and "Workshops," collectively demonstrating the focus of university policies and programs in addressing this issue. The term "Counseling" underscores the importance of providing effective psychological support for victims as a means of recovery and prevention. This indicates a commitment to helping individuals recognize and manage risky situations while supporting their recovery from harassment trauma (Baatiema et al., 2023; Gallardo-Nieto et al., 2021).

Meanwhile, "Awareness" reflects initiatives to enhance awareness about what sexual harassment is, including how to recognize, handle, and report it. This initiative is crucial for changing cultural norms and eliminating the stigma that often prevents victims from speaking out. Further, "Workshops" indicate a more interactive and practical approach, where participants are invited to discuss and learn about preventive measures and effective responses to harassment incidents.

Terms like "Support," "Training," "Reporting," and "Campaigns" complete this picture by emphasizing the diverse supporting resources, comprehensive training for the campus community, and a reporting system that is expected to facilitate the process of reporting cases without fear of stigma or retaliation. The use of the terms "Digital Violence" and "Physical Violence" reminds us that sexual harassment can manifest in various forms and media, requiring diverse handling strategies.

Overall, this word cloud visualizes a framework aimed at creating a safe and supportive university environment, where every community member is equipped with the knowledge and tools needed to advocate and maintain a harassment-free learning space.

4.3. Implementation of the "Courageous Campus" Campaign: Student Policy Recommendations and Evaluation

In order to create a safe and supportive environment at Higher Education in Medan City, this section will review policy recommendations that are part of the implementation of the "Courageous Campus" campaign. These recommendations are designed to strengthen existing structures and mechanisms, with the primary goal of eliminating sexual harassment on campus. As previously discussed, academics have put forward a series of recommendations as follows:
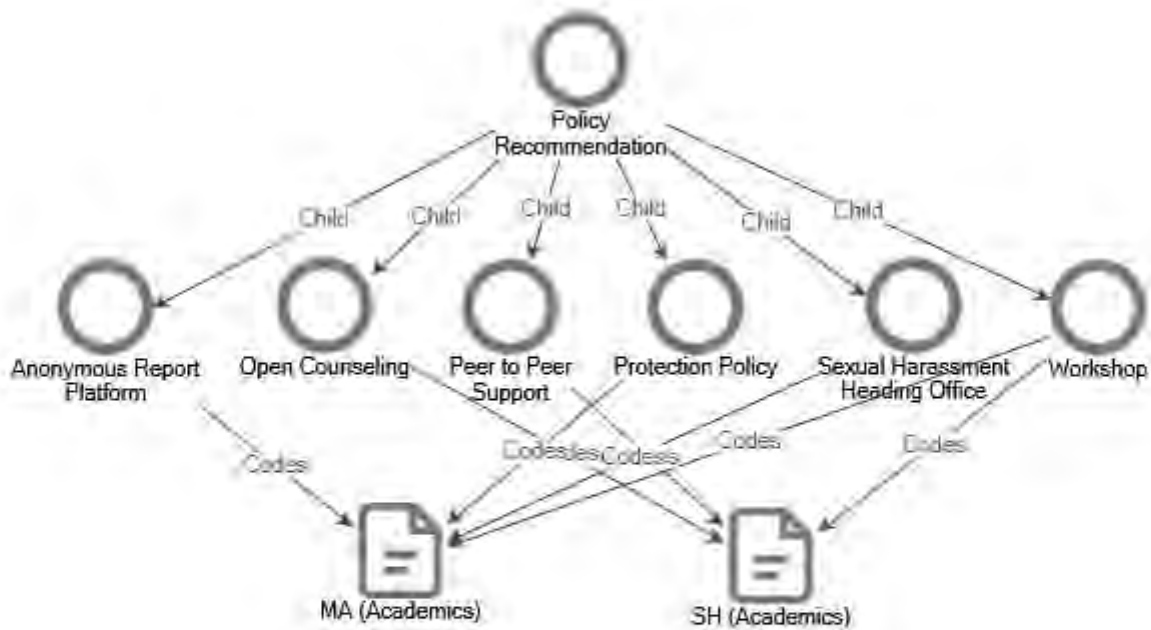
Figure 7. Policy Recommendation Map from Academics (Nvivo 15, 2024)

The above figure depicts the hierarchical structure of policy recommendations within the "Courageous Campus" campaign aimed at preventing and managing sexual harassment in the academic environment. At the top of the hierarchy, there is "Policy Recommendation," which spreads its initiatives into various policy subcategories such as "Anonymous Report Platform," "Open Counseling," "Peer to Peer Support," "Protection Policy," "Sexual Harassment Hearing Office," and "Workshop." Each of these elements is explained and further developed by academics, represented in this diagram by MA and SH. These academics are responsible for the research and implementation of policies within relevant subcategories, aiming to create a safer and more inclusive environment for the entire campus community. The proposed concepts are as follows:

Table 2. Policy Recommendations from Academics

No.	Initiative	Description
1	Sexual Harassment Case Handling Office	Higher Education in Medan City will establish a specialized institution to accommodate the interests of victims of sexual harassment in digital spaces and on campus.
2	Protection Policy	The leadership at Higher Education in Medan City will create campus regulations regarding sexual protection, both verbal and nonverbal. Each clause and section of the regulations will be thoroughly reviewed through ontological, epistemological, and axiological analysis, ensuring that each established regulation provides adequate sanctions for violations.
3	Counseling and Emotional Support	Higher Education in Medan City will provide counseling guidance for victims of virtual sexual harassment. Counseling will also be available online and accessible without restrictions.
4	Training and Awareness	Higher Education in Medan City will conduct anti-sexual violence campaigns, both virtually and in-person, involving the entire campus community, especially students.
5	Peer to Peer Support	Create a platform or program that enables students to support each other in dealing with sexual harassment, through sharing sessions, discussions, or other supportive activities.

6	Anonymous Reporting Platform	Higher Education in Medan City will develop an anonymous reporting platform that allows victims and witnesses to report sexual harassment incidents without revealing their identities, ensuring privacy and reducing fear of stigma or retaliation.

Source: Interviews and Data Processing by the Author (2024)

In response to the urgent need to address the issue of sexual harassment in the academic environment, Higher Education in Medan City has developed a series of initiatives as part of a broader effort to create a safe and inclusive campus. These initiatives are oriented towards counseling and intervention aimed at strengthening protection and support for the university community.

One crucial step taken is the establishment of a Sexual Harassment Case Handling Office. This institution is specifically designed to accommodate the interests of sexual harassment victims, particularly in a digital context, which is increasing along with the use of online platforms in campus activities. The office is tasked with providing quick and sensitive services to the needs of the victims, ensuring that each case is handled seriously and professionally.

Furthermore, there are efforts to update protection policies involving the leaders of Higher Education in Medan City in creating campus regulations regarding sexual protection, both verbal and nonverbal. These policies are carefully crafted through reviews of ontology, epistemology, and axiology, ensuring that each clause and section in the regulations is not only fair but also provides adequate sanctions for violations that occur. This approach aims to eliminate ambiguity in the interpretation and application of the law within the campus environment.

Counseling and emotional support are integral parts of this initiative series. Higher Education in Medan City recognizes the importance of providing counseling guidance for victims of sexual harassment. This program allows victims to access counseling services, both in-person and online, available without restrictions to ensure that help can be reached by anyone who needs it. The counseling is designed to assist victims in overcoming trauma and recovering from their adverse experiences.

The development of an anti-sexual violence campaign is also a crucial focus of the initiatives at Higher Education in Medan City. This campaign is conducted not only virtually but also through direct activities involving the entire campus community, particularly students. The purpose of this campaign is to raise awareness about the dangers and consequences of sexual harassment as well as prevention and management methods.

Peer to Peer Support is implemented to strengthen the support network among students. Through specially designed platforms or programs, students are given the opportunity to support each other through sharing sessions, discussions, and other supportive activities. This initiative promotes solidarity and care among students, equipping them with the knowledge and skills to protect each other.

Finally, Higher Education in Medan City is committed to strengthening the reporting system by developing an anonymous complaint platform. This platform is designed to allow victims and witnesses of sexual harassment to report incidents without having to reveal their identities. This is crucial for ensuring privacy, minimizing fear of stigma or retaliation, and ensuring that each incident can be reported and followed up effectively. Additionally, students interviewed by the author also provided their views on this issue. The future opportunities and student reception of the "Courageous Campus" campaign are as follows:
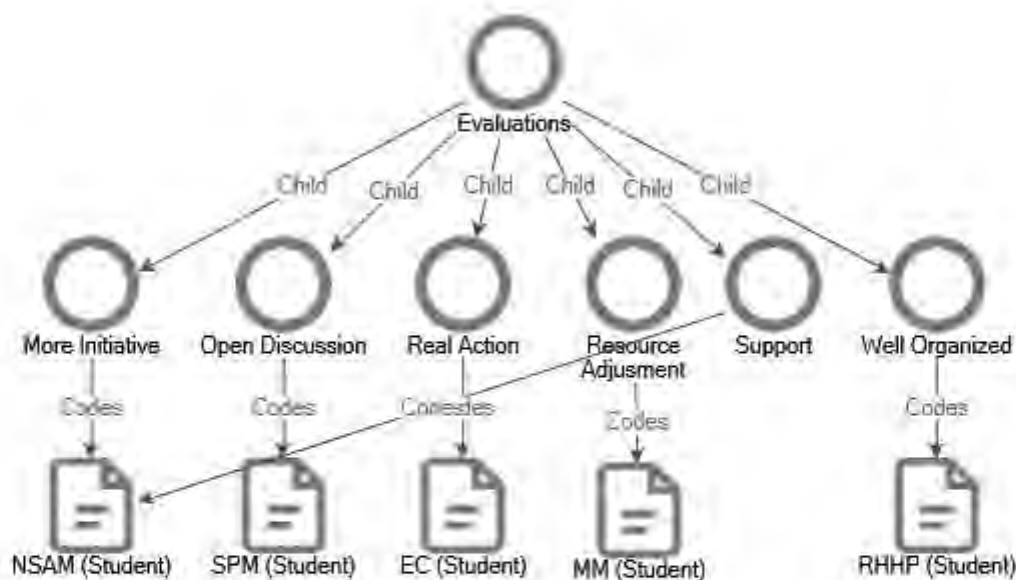
Figure 8. Student Evaluation of the "Courageous Campus" Campaign (Nvivo 15, 2024)

The conceptual map above illustrates the evaluation conducted by students on the implementation of the campaign aimed at reducing sexual harassment incidents in the university environment. Focusing on critical aspects evaluated by students, this diagram reflects various evaluative dimensions that highlight the effectiveness of the campaign in creating a safe and supportive campus environment.

At the top of the hierarchy, "Evaluations" becomes the center of this analysis, where each branch depicts different aspects of the campaign's implementation evaluated by students. From "More Initiative" to "Well Organized," each category represents a key area affecting students' perceptions of the campaign's success.

Student with the initials NSAM emphasizes the importance of "More Initiative" from the university. He stresses that adding proactive and creative initiatives in the campaign can further enhance awareness and student participation in efforts to prevent sexual harassment. This includes the need for programs that are not only reactive but also promote cultural and behavioral change on campus.

SPM, another student, values the importance of "Open Discussion" in the evaluative process. According to him, open discussions between students and university administration can help improve transparency and allow for constructive feedback from students. These discussions are expected to foster a mutual understanding of the effectiveness of the actions taken and what still needs to be improved.

EC contributes his views on "Real Action," describing the need for concrete steps taken by the university in responding to harassment cases. Students expect not just promises or plans, but actions that have a tangible benefit, such as enhanced security at campus locations often prone to harassment.

In "Resource Adjustment," MM criticizes the allocation and adjustment of resources by the university to support the campaign. He highlights the importance of allocating sufficient resources for counseling programs, training, and support for victims, which are key elements in effectively handling sexual harassment.

Lastly, RHHP emphasizes the importance of the organizational structure of the campaign in "Well Organized." According to him, good organization and management of the campaign will ensure that all activities and initiatives are well-coordinated, enhancing efficiency and effectiveness in achieving

the campaign's goals. This overall evaluation provides a clear picture of students' perceptions and recommendations regarding the university's efforts to tackle sexual harassment. This evaluation is not only important for measuring the success of the efforts made but also crucial in formulating more effective and inclusive strategies and actions for the future.

5. Discussion

In the context of higher education, sexual harassment has long been a serious issue that threatens the safety and psychological well-being of students and staff. Initiatives by Higher Education in Medan City through a campaign symbolically named "Courageous Campus" represent a strategic step to address this issue. This campaign is designed to empower students and staff through a series of outreach programs aimed at raising awareness and empowering individuals to confront and mitigate sexual harassment (Garg et al., 2022).

Empowerment is a key concept in this campaign (Mehra et al., 2023; Quattrochi et al., 2019). Developed within a social and psychological context, empowerment theory emphasizes the importance of giving individuals power and control over their conditions (Schwerin, 2023; Watts & Hodgson, 2019). In a university setting, this means providing resources, knowledge, and support that enable students and staff to take proactive actions against sexual harassment and defend their rights.

The outreach conducted in the "Courageous Campus" campaign includes workshops, seminars, and interactive sessions designed to educate participants about their rights and the protection mechanisms accessible through university policies. This education is expected to reduce the stigma that often accompanies victims of sexual harassment and strengthen their confidence to report if they become victims.

Additionally, Higher Education In Medan City also implements policies that support the reporting and handling of sexual harassment cases. These policies are bolstered by the creation of a special unit tasked with handling complaints and supporting victims. The presence of this unit not only implements anti-harassment policies but also concretely represents the university's commitment to preventing sexual harassment.

The campaign also involves the use of technology and social media to disseminate information and raise awareness. The use of digital platforms in the campaign provides easy access for students to obtain information and resources they need (Dey, 2020). This includes information on how to identify sexual harassment, what to do if they or someone they know is a victim, and how the reporting process can be carried out.

Active involvement of students and staff in the campaign is also emphasized. By involving them not only as recipients of information but also as active participants in outreach and advocacy activities, Higher Education In Medan City strives to build a cooperative and proactive community in addressing sexual harassment. This empowerment is expected to lead to sustainable cultural change within the campus community.

To contextualize the findings of this study within the framework of Social Learning Theory, it is crucial to recognize how the campaign's strategies effectively leverage observational learning and modeling. Albert Bandura's theory posits that behavior is learned from the environment through the process of observation. In the case of the "Courageous Campus" campaign, the active participation of students and staff serves as a live model within the university setting, demonstrating proactive behaviors that combat sexual harassment.

These modeled behaviors, reinforced by workshops, seminars, and public endorsements of anti-harassment policies, provide a practical application of Social Learning Theory. By observing the positive outcomes and social rewards of these behaviors, such as increased safety and support for

victims, other members of the university community are likely to emulate these actions (Weinreich et al., 2023). This not only reinforces the campaign's objectives but also fosters an environment where empowerment and proactive prevention of sexual harassment are seen as the norm rather than the exception. This alignment with Social Learning Theory underscores the importance of visible actions and the university's commitment to a harassment-free environment, thereby enhancing the overall effectiveness of the "Courageous Campus" campaign.

Measuring the effectiveness of the campaign is an important part of the process. Regular evaluations are conducted to measure the impact of outreach activities and the effectiveness of the implemented policies. Feedback from students and staff is crucial in this process to ensure that the campaign is effective and has a positive impact. The "Courageous Campus" campaign reflects Higher Education In Medan City's serious effort using an empowerment-based approach to address the issue of sexual harassment. Through this initiative, Higher Education In Medan City is committed to creating a learning environment that is safe and supportive, and it values every individual by providing them with the strength and resources to protect themselves and others from sexual harassment.

The novelty of this research lies in the comprehensive integration of various intervention strategies that combine institutional and community approaches to address sexual harassment at Higher Education in Medan City. By establishing a Harassment Case Handling Office, formulating comprehensive Protection Policies, providing Counseling and Emotional Support, implementing Training and Awareness programs, activating Peer-to-Peer support, and developing an Anonymous Complaint Platform, this research provides an empowerment framework that reaches all aspects of campus life.

This novelty stands out because it not only focuses on mitigation after incidents of sexual harassment occur but also on proactive prevention through education and collective awareness. The integration of empowerment theory in this approach emphasizes enhancing the capacity and empowerment of victims and potential victims of sexual harassment, enabling them not only to be passive recipients of help but also active agents of change in promoting a safe and inclusive campus environment. This approach reflects a leap in thinking and practice that could potentially change the paradigm of handling sexual harassment in the academic environment, making it more inclusive, responsive, and primarily preventative.

6. Conclusion

This research explores the significant impact of the "Courageous Campus" campaign implemented at Higher Education in Medan City as a comprehensive effort to address sexual harassment in the academic environment. Through a comprehensive counseling approach, the campaign has succeeded not only in handling existing sexual harassment cases but also in preventing incidents through education and policy changes. The active involvement of the entire campus community, especially students, has demonstrated a crucial role in raising awareness and supporting behavioral and policy changes at the university. This approach has proven effective in creating a safe and supportive learning environment, reducing stigma, and increasing access to resources and support for victims.

7. Suggestions

Based on the findings and broad support for the "Courageous Campus" campaign, it is recommended to expand this initiative to other educational institutions with strategic adjustments appropriate to the context of each university. Enhancements in training and structured workshops can be intensified to strengthen policies and practices for managing sexual harassment, involving more elements of the campus community, including administrative and security staff. Furthermore, universities are advised to develop more robust evaluation mechanisms to periodically measure the

effectiveness of the campaign and adjust strategies according to campus dynamics and feedback from the campus community. The implementation of modern digital technologies and platforms should also continue to be updated to ensure that the reporting and support systems for victims are easily and effectively accessible by all members of the university community.

Declarations

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About the Contributor(s)

Aulia Rahma Ritonga is an active lecturer at Universitas Sumatera Utara (USU) with expertise in cultural studies, social sciences, and library & information science. Her academic contributions span interdisciplinary research, exploring the intersections of culture, society, and information management in the digital era. She has published multiple research articles in high-impact international journals and has authored several scholarly books in her areas of expertise. Her research focuses on the role of information dissemination in cultural and social transformations, knowledge management in educational institutions, and library science advancements in Indonesia.
Email: auliarahma@usu.ac.id
ORCID: https://orcid.org/0000-0002-1460-057

Muhammad Husni Thamrin Muhammad Husni Thamrin is an active lecturer at Universitas Sumatera Utara. He has authored several scientific publications that have been published in reputable international journals, demonstrating her commitment to advancing knowledge and contributing to global academic discourse. Her research emphasizes interdisciplinary approaches, integrating theoretical insights with practical applications to create impactful studies relevant to both academia and policy-making.
ORCID: https://orcid.org/0000-0001-5218-2633

Nur'aini is a dedicated lecturer at the Library and Information Science Program, Universitas Sumatera Utara, where she actively engages in academic teaching, research, and knowledge dissemination. With a strong background in social sciences, information studies, and library science, she has contributed significantly to the development of information literacy, knowledge management, and digital library practices.
ORCID: https://orcid.org/0000-0003-1921-8942

Maulana Andinata Dalimunthe is a senior lecturer in the Communication Science Program at Universitas Sumatera Utara, specializing in media studies, cultural studies, and social communication. As an active academic and researcher, he has contributed significantly to the field through his scholarly publications, which include reputable international journal articles and academic books. His research focuses on the intersection of media, culture, and society, exploring contemporary issues such as digital communication, media representation, and the socio-cultural impact of communication technologies.
ORCID: https://orcid.org/0000-0001-5813-9214