



## Self-Awareness, Attitudes, and Social Norms Toward Sexual Violence Behavior in Educational Settings

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**Abstract:** Sexual violence is an act of insulting, degrading, assaulting, or other actions targeting a person's body and sexual desires through intimidation, contrary to their will, forcing the person to comply due to power or gender inequality, leading to physical, psychological, and sexual suffering. The purpose of this study is to analyze the influence of self-awareness, attitudes, and social norms on sexual violence behavior in educational settings. This research employs a quantitative method with multiple linear regression analysis techniques. The study population includes lecturers and educational staff from three universities in Pringsewu Regency, Lampung, with a total of 110 respondents. The data collection technique used in this study is non-probability sampling with convenience sampling. The results show that the significance coefficient of self-awareness, attitudes, and social norms toward sexual violence behavior is 0.004 ( $p \leq 0.01$ ). Based on the findings, it is concluded that self-awareness, attitudes, and social norms have an influence on sexual violence behavior in educational settings. The obtained R-square value is 0.117 (11.7%), indicating that self-awareness, attitudes, and social norms contribute 11.7% to sexual violence behavior, while the remaining 89.3% may be influenced by other variables not examined in this study.

**Keyword:** Self-Awareness, Attitude, Social Norms, Sexual Violence

### INTRODUCTION

Sexual harassment cases in Indonesia have reached 3,283 cases as of January 1, 2024 (Kemenpppa.go.id). In 2020, 88 percent of reported sexual violence cases occurred in educational institutions and were submitted to the National Commission on Violence Against Women (Komnas Perempuan). Based on reports received by Komnas Perempuan from 2015 to 2020, 27% of sexual violence cases occurred at the higher education level. Sexual violence can take various forms, such as indecent acts, sexual coercion, sexual abuse, and others (Trihadi et al., 2023). Sexual harassment may occur in mild forms, such as verbal remarks, physical touches, or stares, to more severe forms, such as rape (Ahyun, 2022).

Sexual violence encompasses all actions that insult, degrade, assault, or any other

actions directed at a person's body, sexual desires, and reproductive functions, carried out forcibly and against their will, leading the individual to comply due to power or gender inequality. This sexual violence causes physical, psychological, and sexual suffering, as well as economic, social, cultural, and political downfall (Sulistiyowaty & Kusuma, 2020). Sexual violence can have both physical and psychological impacts. Physical effects may include weight loss, sleep disturbances, headaches, discomfort around the genital area, and pain during urination or defecation. Meanwhile, psychological impacts can manifest as a loss of enthusiasm or interest in daily activities, sadness, and trauma toward new people or places associated with the experienced incident (Napatupulu & Sitohang, 2023).

Acts of violence are driven by several factors, such as possessing power, having special privileges, and holding permissive attitudes (Noviani et al., 2018). The causes of sexual violence also stem from internal factors, such as being easily influenced by the environment and relying on adults (Hasan, 2023). Meanwhile, sexual violence in educational settings is influenced by several factors, including social or cultural norms within the environment, where many communities normalize acts of violence, especially against women, allowing perpetrators to feel more at ease committing such acts (Fulu & Miedema, 2015). Another view suggests that social norms can support or contribute to violent behavior (Torrance, 2024). This occurs because individuals exposed to negative norms tend to be more tolerant of violence (Nugroho, 2021).

Individual or group attitudes play a significant role in influencing the occurrence of sexual violence. Individuals who perceive violence as a legitimate way to solve problems or as a means to assert power are more likely to engage in sexual violence (Anderson & Dill, 2020). Negative attitudes toward victims of sexual violence, such as stigma and judgment, can make victims feel powerless and reluctant to report the incidents, contributing to injustice and unwillingness to seek justice (Ullman, 2010). Additionally, peer influence strongly shapes attitudes toward sexual violence. Groups that promote misogynistic attitudes or view violence as acceptable behavior can influence individuals' actions (Espelage & Swearer, 2010). Positive attitudes are crucial for individuals who have experienced or are experiencing sexual violence. Myers (2018) states that positive attitudes have a significant impact on preventing sexual violence and can contribute to social change.

Another factor that influences sexual violence is self-awareness. Self-awareness plays an equally important role in preventing violent behavior. With self-awareness, individuals can recognize behaviors that contribute to actions involving sexual violence. When a person becomes aware of their thoughts and actions, they can change negative behaviors into positive ones (Haffajee & Mello, 2020). Fernandez (2020) states that individuals with high self-awareness tend to have good emotional regulation and impulse control, which allows them to reflect on their feelings and actions before engaging in harmful behaviors such as sexual aggression. In contrast, individuals with low self-awareness are often associated with impulsive and aggressive behavior, acting on momentary desires without considering the consequences or harm caused to others (Shafti, 2021). Good self-awareness also helps individuals understand their roles in relationships and sexual interactions, allowing them to avoid behaviors that harm others (Kotiuga, Yampolsky, Martin, 2021). Therefore, it is expected that every individual possesses good self-awareness in order to behave appropriately and avoid actions that harm others, such as committing sexual violence. Based on the explanation, this study aims to analyze the influence of self-awareness, attitudes, and social norms on sexual violence behavior in educational settings. The results of the research are expected to be used as a basis for improvement and learning about sexual violence behavior. Furthermore, the researchers hope to provide benefits to society, helping individuals avoid harmful behaviors such as

sexual violence and enabling them to support victims of sexual violence.

**METHOD**

Quantitative method with non-probability sampling data collection technique using convenience sampling method is employed in this research. Variables under study include Self-awareness, Attitude, Social norms, and sexual violence with data analysis technique in the form of multiple linear regression. The population of this research consists of lecturers and administrative staff from three universities in Pringsewu Regency, Lampung. The sample size was 154 respondents, but only 110 questionnaires were returned. The research scales used include the self-awareness scale, attitude scale, social norms scale, and sexual violence scale. The measurement scale applied is the Likert scale, using statement items with response options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Before the data processing stage, validity and reliability tests were conducted using SPSS (Statistical Package for the Social Sciences) version 26 to assess the validity and reliability of the self-awareness scale, attitude scale, social norms scale, and sexual violence scale, with the following results:

**Tabel 1  
Reliability  
Table**

<b>Variable</b>	<b>Cronbach's Alpha</b>	<b>Description</b>
Sexual Violence	0,895	Reliabel
Self-Awareness	0,869	Reliabel
Attitude	0,884	Reliabel
Social Norms	0,882	Reliabel

Based on the table above, it can be concluded that all variables in this study fall into the appropriate category, making all the scales suitable for use in this research. Meanwhile, the validity test results are as follows:

**Tabel 2  
Validity  
Table**

<b>Variable</b>	<b>Correlation Coefficient</b>
Sexual Violence	0.4 – 0.8
Self-Awareness	0.3 – 0.75
Attitude	0.3 – 0.75
Social Norms	0.4 – 0.8

Based on the table above, items that do not meet the correlation coefficient value are considered invalid or cannot be used in this research.

**RESULTS AND DISCUSSION**

This study used the Shapiro-Wilk test for normality testing. The data is considered normally distributed if the p-value meets the condition ( $p < 0.05$ ). The results of the normality test on the sexual violence scale showed a significance value of 0.452, indicating that the score distribution on the sexual violence scale follows a normal distribution pattern. The self-awareness variable obtained a significance value of 0.053, indicating that the score distribution on the self-awareness scale is normally distributed. Meanwhile, the attitude measurement scale showed a significance value of 0.334, indicating that the score distribution on the attitude scale is normally distributed. Furthermore, the social norms measurement scale obtained a significance value of 0.307, which also indicates that the score distribution on the social norms scale is normally distributed. The detailed results can be seen in the following table:

**Tabel 3**  
Normality Test

	<i>Shapiro-Wilk</i>		
	Statistik	df	Sig.
Sexual Violence	0,988	110	0,452
<i>Self-Awareness</i>	0,977	110	0,053
Attitude	0,986	110	0,334
Social Norms	0,986	110	0,307

**Hypothesis Testing**

The results of multiple regression analysis show that the significance coefficient of self- awareness on sexual violence is 0.903 ( $p < 0.05$ ) with an R square value of 0.007 (0.7%). Based on these results, the hypothesis obtained is that there is no influence of self-awareness on sexual violence behavior in the academic environment. Furthermore, the significance coefficient of attitude toward sexual violence is 0.700 ( $p < 0.05$ ) with an R square value of 0.006 (0.6%). Based on these results, the hypothesis obtained is that there is no influence of attitude on sexual violence behavior in the educational environment. Additionally, the significance coefficient of social norms on sexual violence is 0.001 ( $p < 0.05$ ) with an R square value of 0.115 (11.5%). Based on these results, the hypothesis obtained is that there is a significant influence of social norms on sexual violence behavior in the educational environment. Furthermore, the significance coefficient of self-awareness, attitude, and social norms on sexual violence is 0.004 ( $p \leq 0.01$ ). Referring to these results, the hypothesis obtained is that self-awareness, attitude, and social norms have an influence on sexual violence behavior in the educational environment.

The results of the regression test also show that the R square value obtained is 0.117 (11.7%). This indicates that the variables of self-awareness, attitude, and social norms contribute 11.7% of the influence on the sexual violence behavior variable. Meanwhile, the remaining 89.3% is influenced by other variables not included in this study. More detailed information can be seen in the table below.

**Tabel 4**  
Hypothesis Testing

	Sig	R Square
<i>Self-Awareness</i> * Sexual Violence	0,903	0,007
Attitude * Sexual Violence	0,700	0,006
Social Norms * Sexual Violence	0,001	0,115
<i>Self-Awareness</i> * Attitude * Social Norms * Sexual Violence	0,004	0,117

Based on the results above, it can be explained that the categorization of the variables in this study has been obtained. The description regarding the categorization of respondents for the self-awareness, attitude, social norms, and sexual violence variables is as follows. Below is the table showing these categories:

**Tabel 5**  
Respondent Categorization Table.

Variable	Categorization	Percentage
Self-Awareness	Average	87.27%
Attitude	Average	91.81%
Social Norms	Average	77.27 %
Sexual Violence	Average	94.54%

Based on the table, it can be concluded that the respondents who answered the variables are in the medium category. The self-awareness variable is in the medium category with a percentage of 87.27% from 110 respondents. The attitude variable is also

in the medium category with a percentage of 91.81% from 110 respondents. The social norms variable is in the medium category with a percentage of 77.27% from 110 respondents, and finally, the sexual violence variable is in the medium category with a percentage of 94.54%.

## Discussion

This study was conducted to empirically test the influence of self-awareness on sexual violence behavior, the influence of attitude on sexual violence behavior, the influence of social norms on sexual violence behavior, and the combined influence of self-awareness, attitude, and social norms on sexual violence behavior in the educational environment. The data analysis technique used was multiple linear regression. Based on the hypothesis analysis results, there was no significant influence of self-awareness on sexual violence behavior, with a significance coefficient of 0.903 ( $p < 0.05$ ) and an R square value of 0.007 (0.7%). Therefore, it can be concluded that the hypothesis tested in this study is rejected.

The results of the hypothesis analysis for the attitude variable on sexual violence behavior show a significance coefficient of 0.992 ( $p \geq 0.05$ ) with an R square value of 0.006 (0.6%). These results indicate that there is no influence of attitude on sexual violence behavior in the educational environment. This is because the influence of the attitude variable on sexual violence behavior is only 0.6%. Therefore, the hypothesis tested in this study is rejected. The self-awareness variable and the attitude variable in this study show no influence on sexual violence behavior.

Furthermore, the results of the hypothesis analysis for the social norms variable on sexual violence behavior show a significance coefficient of 0.001 ( $p \geq 0.05$ ) with an R square value of 0.115 (11.5%). This indicates a significant influence of social norms on sexual violence behavior in the educational environment. This finding is consistent with the research by Hardies (2019) in Belgium regarding the relationship between sexual violence behavior and social norms, which found that there is an influence of social norms on sexual violence behavior. The greater the acceptance from peers in the environment toward sexual violence behavior, the higher the occurrence of sexual violence, and conversely, the lower the acceptance, the less the sexual violence. Furthermore, the research by Boduszek, Debowska, and Willmott (2017) supports the findings of this study by showing that one of the factors contributing to sexual behavior in such environments is the acceptance of sexual violence behavior within the surrounding environment, which makes sexual violence behavior appear normalized. The findings from Debowska et al. indicate that the social environment is a significant factor influencing and encouraging sexual violence behavior. Therefore, it is crucial to establish social norms that reject sexual violence in order to prevent such behaviors from occurring.

The next hypothesis analysis results show that there is an influence of the self-awareness, attitude, and social norms variables on sexual violence behavior. After conducting statistical analysis, a significance coefficient of 0.004 ( $p \leq 0.05$ ) with an R square value of 0.117 was obtained. This indicates that the hypothesis is accepted, meaning that there is a combined influence of self-awareness, attitude, and social norms on sexual violence behavior, contributing 11.7%, while the remaining 88.3% is influenced by other factors outside of this study. Although in the previous hypothesis, the self-awareness and attitude variables did not directly influence sexual violence behavior, when considered together with social norms, self-awareness and attitude do have an influence on sexual violence behavior in the educational environment. Therefore, self-awareness and attitude play a role in combating sexual violence behavior in educational settings.

Self-awareness and attitude variables contain aspects that emphasize the self, with

constructs that focus solely on the relationship with oneself. This is reflected in dimensions of self-awareness, such as emotional self-awareness, accurate self-assessment, and self-confidence, as well as dimensions in attitude, which include cognition, affection, and conation. However, according to Espelage and Swearer (2010), the influence of peers is very strong in shaping attitudes toward sexual violence. Groups that support misogynistic attitudes or view violence as an acceptable behavior can influence individual behavior. This explanation shows that relationships with others, even within a community, affect the emergence of sexual violence behavior. Therefore, the researcher concludes that there is a need for another variable to act as a moderator between self-awareness, attitude, and sexual violence behavior. The appropriate variable to serve as a moderator is empathy.

Empathy is one of the factors that can prevent someone from committing sexual violence (Basil, Rostad, Leemis, Espelage, Davis, 2018). Marshall, Hudson, Jones, and Fernandez (1995) explain that empathy is the ability to understand the perspective and emotional condition of others. Empathy is formed from three distinct dimensions: perspective taking, empathetic concern, and personal distress (Davis, 1980). Perspective taking is particularly the most related to sexual violence behavior, as it measures an individual's ability to understand what the victim of sexual violence experiences from the victim's perspective (Davis, 1980). Macleod and Nicklin (2013) state that to become an empathetic individual, self-awareness is required because when an individual is connected to and understands their own emotions, it becomes easier to connect with and understand others. Empathy leads to quality relationships with others, integrity, and good, trustworthy communication.

## CONCLUSION

From the results of this study, there were four hypotheses proposed. Some hypotheses were rejected, while others were accepted. The first hypothesis showed no influence of self-awareness on sexual violence behavior in the educational environment. The second hypothesis also indicated no influence of attitude on sexual violence behavior. However, the third hypothesis showed an influence of social norms on sexual violence behavior. Finally, the fourth hypothesis revealed that self-awareness, attitude, and social norms, when considered together, can influence sexual violence behavior. The researcher suspects that the lack of influence of self-awareness and attitude on sexual violence behavior occurred because the self-awareness and attitude variables in this study were focused on the self, without direct involvement with others or social relationships. However, to prevent sexual violence behavior, a variable with dimensions related to relationships with others and social interactions is needed. This is evidenced by the results of the hypothesis test on the social norms variable, which showed a direct influence on Therefore, the researcher concludes that another variable is needed to moderate the relationship between self-awareness, attitude, and sexual violence behavior.

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