Cultivating a culture of intervention: Bystander programs and the prevention of sexual violence

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Abstract: This systematic review examines the effectiveness of bystander intervention programs in preventing sexual violence, with a focus on the role of masculinity and cultural factors. The review synthesizes findings from six studies, employing a mixed-methods approach to analyze quantitative and qualitative data. The results highlight the significance of bystander intervention in preventing sexual violence, particularly among young people. The studies demonstrate that programs targeting men and boys, addressing traditional masculinity norms, and promoting empathy and prosocial behavior are effective in reducing sexual violence. Cultural factors, such as social norms and community engagement, also play a crucial role in shaping bystander behavior. The review concludes that bystander intervention programs have the potential to create a culture of empathy and action, but require careful consideration of cultural context and nuances. The findings have implications for the development of effective prevention strategies and highlight the need for further research in this area. By understanding the complexities of bystander behavior, we can work towards creating safer and more supportive communities for all individuals.

Keywords: Bystander intervention; Man role; Systematic reviews; Sexual violence.

1. Introduction

1.1. Background of Study

Sexual violence is a pervasive issue that affects individuals and communities worldwide, with approximately 1 in 3 women and 1 in 6 men experiencing physical or sexual violence in their lifetime. Bystander intervention has emerged as a promising strategy for preventing sexual violence, particularly among young people. By taking action when witnessing or becoming aware of a potentially harmful situation, bystanders can challenge social norms that condone or trivialized sexual violence, encourage empathy and prosocial behavior, and create a culture of respect and support. However, bystander intervention is complex and influenced by various factors, including cultural and social norms, gender roles and expectations, fear of retaliation or social exclusion, and lack of knowledge or skills. Effective bystander intervention programs address these challenges by providing education and training, encouraging collective action, and empowering individuals to take action in a safe and supportive environment.

The prevalence of sexual violence indicates that one in three women will experience sexual and physical violence in their lifetime (Debowska et al., 2021; Sharratt et al., 2022). However, according to the results of a survey by DePrince et al. (2019) of victims of sexual violence, it suggests that sexual violence is likely to be the most underreported crime worldwide. Previous literature outlines various reasons why sexual violence goes unreported. Several factors that contribute to the underreporting of sexual violence include personal conditions, past experiences, and the reluctance to report a loved one (Wolitzky-Taylor et al., 2011).

Additionally, many women often view sexual violence that does not involve penetration as not severe enough to warrant reporting (Sowersby et al., 2022). In reality, any sexual violation, regardless of its perceived severity (in law or public consciousness), often results in long-lasting psychological harm (Parsons & Mojtahedi, 2022). Stewart et al. (2024) found that there are three main barriers to reporting sexual violence: lack of trust in the Criminal Justice System, which includes two sub-themes—absence of evidence and the trauma of reporting—self-blame and knowing the perpetrator. Therefore, investigators, prosecutors, and the police must work to improve empathetic responses when allegations of sexual violence arise.

However, the situation is different in Indonesia. Public awareness to report gender-based violence, especially violence against women and children, is increasing. This is evidenced by the 50% increase in the number of violent incidents reported in Indonesia in 2022 compared to 2020, with this figure even higher than pre-pandemic levels in 2019. This increase indicates that there is growing awareness in society to report cases of violence, suggesting that gender-based violence, particularly sexual violence, is an "iceberg phenomenon." It is hoped that in the coming years, more people will be aware of the importance of reporting, and public participation in preventing gender-based violence, especially sexual violence, will also increase—not only for women but also for children (Perempuan, 2022; Thornton et al., 2023; Sharratt et al., 2023).

Sexual violence is a severe public health issue, as it affects millions of people each year. Sexual violence encompasses various acts such as rape, physical violence, verbal abuse, molestation, harassment, and voyeurism. Several factors, including individual characteristics, and social and physical environments influence sexual violence. These factors interact to either increase or decrease the risk of sexual violence over time. Examples of factors that can increase the risk of sexual violence include experiencing physical violence during childhood, parental violence, early sexual experiences, poverty or social status, social norms that support sexual violence as a male entitlement, and weak legal regulations regarding sexual violence (Thornton et al., 2023; Sharratt et al., 2023). On the other hand, factors that can reduce the risk of sexual violence include strong community empathy, emotional health, family support, and significant parental attention to child victims of sexual violence (Basile et al., 2016).

Most gender-based violence, especially sexual violence against women and children, is perpetrated by men. Traditionally, People mythically view women as more suffering and weaker than men when both experience sexual violence. (Ostermann & Watson, 2024; Derpeatrea et al., 2022). Jury assessments of violence cases are also often gender-biased, influenced by sexual victimization, and dependent on the ethnicity of the jurors (Stevens et al., 2023; Lilley et al., 2023). This condition often portrays women as victims and men as perpetrators, even when the fault lies with the women.

The increase in sexual violence cases, especially against women and children, demands continuous efforts to find the best ways to reduce such incidents. One approach is the bystander intervention program (Labhardt et al., 2024). In Indonesia, this program is still rare, especially with a focus on involving men in preventing sexual violence. Why do researchers focus on male involvement? Berkowitz (2022) states that there is a consensus among researchers that the prevention of sexual violence is most effective when targeting different gender groups. People say that all men, from environmental and cultural perspectives, are potential perpetrators, and therefore, we must involve men in effective sexual violence prevention by addressing their potential for violence and encouraging them to take a stand against it.

The importance of men being part of the gender transformation process and The following reasons form the basis for eliminating violence against women: First, most perpetrators of violence against women are men (Flood, 2011). Population-based studies on men's life experiences conducted in various countries, including Indonesia, were presented at the "Workshop on Strengthening Gender-Based Violence Prevention Issues Against Women and Children from an Islamic Perspective for PTKI Lecturers" in Yogyakarta, July 25-27, 2018. Two lecturers from FISIP UIN Walisongo Semarang, founders of the New Men's Alliance, and members of the board of Rifka Annisa Yogyakarta presented a paper stating "that nearly 26 percent of men admit to having committed violence in their lifetime" (Fulu et al., 2013). This finding confirms data showing that one in three women worldwide experiences physical and sexual violence in their lifetime (Heise et al., 1999). Second, the issue of gender injustice

and the concept of patriarchal masculinity violence is against women, or what People popularly study as toxic masculinity. They characterize poisonous masculinity as a concept of masculinity that emphasizes aspects of strength, dominance, superiority, conquest, and other traits associated with men (Hasyim, 2018).

A review of research related to violence against women shows strong evidence of the connection between violence against women and this negative concept of masculinity. Promundo reports that various forms of violence against women closely link to masculinity. They recognize at least eight types of violence as influenced by masculine norms, such as intimate partner violence, child abuse, sexual violence against children, bullying, murder, and other violent crimes, suicide, non-partner sexual violence, conflict, and war (Heilman & Barker, 2018). Third, studies also find that men's participation in domestic work and caregiving has a positive impact on shaping a more open perspective on gender roles in children, both boys and girls. It was found that boys who see their fathers involved in domestic work and caregiving are more likely to have an open view of gender roles.

Furthermore, fathers' involvement in caregiving positively affects children's physical, cognitive, emotional, and social development (Heilman et al., 2017). Fourth, male transformation through intensive community-based education shows positive results in changing men's attitudes and behaviors related to gender and violence against women. Even men with new awareness can increase women's mobility and encourage them to be more active in strategic decision-making processes (Hasyim & Murdijana, 2016).

The role of male involvement in activities to protect women has been implemented in Indonesia (Hasyim, 2018; Haryanto & Fahmi, 2015; Ramadhan, 2022). This movement was initiated by a group of men now known as the New Men's Alliance (ALB). The emergence of ALB in Indonesia is a form of male intervention in the gender justice agenda. ALB is a social movement formed in 2009 and aims to shape men against violence against women (Febrianto, 2014).

Several studies outside Indonesia that focus on the role of men in the elimination of sexual violence include research by de Villiers, Duma, & Abrahams (2021), which implemented the "One Man Can" intervention program at the university level and found that the OMC intervention was able to raise young men's awareness of sexual violence against women and children in South Africa. Additionally, Robinson, Casiano, & Elias (2020) found that the bystander intervention program (BIP), initially developed by Banyard (2011), was highly influential in promoting prosocial behavior among college students in response to sexual violence issues. Hammock et al. (2022) found that bystander intervention programs, especially for men, are particularly effective in universities because they enable men to recognize sexual violence occurring on campus and take action against it. However, attention should be paid to the background of race and skin color, as these factors can influence bystander behavior.

Considering the success of bystander intervention programs abroad, particularly in the United States and Canada, in reducing sexual violence rates among first-year college students, this article attempts to provide an overview of the bystander intervention programs implemented, the objectives, and the steps involved. It is hoped that this research can contribute to academics and, of course, the government in creating concrete programs aimed at reducing sexual violence in Indonesia, starting with increasing the role of men, particularly among students.

2. Research Questions
1. What are the most effective strategies for increasing bystander intervention in sexual violence prevention?
2. How do cultural and social norms influence bystander behavior in sexual violence prevention?
3. What is the impact of bystander intervention programs on reducing sexual violence among young people?
4. How do gender roles and expectations shape bystander behavior in sexual violence prevention?
5. What are the key factors that facilitate or hinder bystander intervention in sexual violence prevention?

3. Hypotheses

H₁: Bystander intervention programs that address traditional masculinity norms will be more effective in reducing sexual violence among young men.

H₂: Communities with stronger social norms against sexual violence will have higher rates of bystander intervention.

H₃: Bystander intervention training will increase empathy and prosocial behavior among participants.

H₄: The presence of bystander intervention programs will be associated with lower rates of sexual violence on college campuses.

H₅: Men who witness sexual violence will be more likely to intervene if they have undergone bystander intervention training.

4. Significance of the Study

This study is significant because it contributes to the understanding of bystander intervention as a strategy for preventing sexual violence, examining the impact of cultural and social norms on bystander behavior, and investigating the effectiveness of bystander intervention programs in reducing sexual violence among young people. By exploring the complex factors influencing bystander behavior, including gender roles and expectations, this study provides evidence-based recommendations for developing and implementing bystander intervention programs. The findings will inform researchers, practitioners, policymakers, and communities, enhancing capacity to prevent sexual violence and promote positive social norms. Ultimately, this study aims to advance knowledge and practice in bystander intervention, contributing to the prevention of sexual violence and promoting safer and more supportive communities.

5. Objective

This study focuses on examining the effectiveness of bystander intervention programs in preventing sexual violence among young people, with a specific emphasis on the role of cultural and social norms, gender roles and expectations, and program design. The study synthesizes existing research on bystander intervention, analyzing quantitative and qualitative data from various settings, including colleges, communities, and online environments.

6. Limitations

This study has several limitations. Firstly, the review is restricted to existing research, and the quality and availability of studies may impact the findings. Secondly, the study focuses on young people, and the results may not be generalizable to other age groups. Thirdly, the analysis is based on existing program evaluations, and the study cannot establish causality between bystander intervention and sexual violence prevention. Lastly, the study's reliance on self-reported data and potential biases in measurement tools may impact the accuracy of the findings. Despite these limitations, this study provides valuable insights into the complex factors influencing bystander intervention and informs strategies for effective sexual violence prevention.

7. Literature Review

Bystander intervention has emerged as a promising strategy for preventing sexual violence, with research indicating its potential to reduce perpetration and increase prosocial behavior (Banyard et al., 2014; Cares et al., 2015). Programs addressing cultural and social norms, gender roles, and expectations have shown increased empathy and prosocial behavior (Fabiano et al., 2003; McMahon et al., 2015). However, the impact of bystander intervention is complex, influenced by program design, delivery, and context (Katz & Moore, 2013).

Research highlights the importance of considering intersectionality and cultural sensitivity in bystander intervention programs (McMahon et al., 2018). Effective programs engage men as allies, address traditional masculinity norms, and promote collective action (Fabiano et al., 2003; McMahon et al., 2015). Despite the growing body of research, gaps remain in understanding long-term effects and effective strategies for engaging diverse populations.

Studies have employed various methodologies, including quantitative and qualitative approaches, to evaluate bystander intervention programs (Banyard et al., 2014; Cares et al., 2015). The literature suggests that bystander intervention can be an effective component of comprehensive sexual violence prevention efforts, but more research is needed to understand its potential and limitations.

7.1. Overview of Relevant Research on the Topic
7.1.1. Effectiveness of Bystander Intervention
Research has consistently shown that bystander intervention programs can be an effective strategy for preventing sexual violence. Studies have found that these programs can increase prosocial behavior, reduce perpetration, and improve attitudes towards sexual violence prevention (Banyard et al., 2014; Cares et al., 2015). A systematic review of bystander intervention programs found that they were effective in reducing sexual violence perpetration, particularly among men (Cares et al., 2015).

7.1.2. Key Components of Effective Bystander Intervention Programs
Effective bystander intervention programs address cultural and social norms, gender roles, and expectations (Fabiano et al., 2003; McMahon et al., 2015). They also engage men as allies and address traditional masculinity norms (Fabiano et al., 2003; McMahon et al., 2015). Additionally, promoting collective action and community engagement is crucial for successful bystander intervention programs (Banyard et al., 2014). Interactive and immersive training methods have also been found to be effective (Katz & Moore, 2013).

7.2. Challenges and Limitations
Despite the promise of bystander intervention, there are challenges and limitations to its implementation. There is a limited understanding of the long-term effects and maintenance of behavior change (Banyard et al., 2014). Engaging diverse populations and addressing intersectionality is also a challenge (McMahon et al., 2018). Furthermore, more research is needed on effective strategies for implementing bystander intervention programs in real-world settings (Katz & Moore, 2013).

7.3. Future Directions
Future research should investigate the impact of bystander intervention on marginalized communities and intersectional identities (McMahon et al., 2018). Additionally, developing and evaluating bystander intervention programs for online and virtual environments is crucial (Katz & Moore, 2013). Finally, examining the role of bystander intervention in comprehensive sexual violence prevention efforts is essential (Banyard et al., 2014).

7.4. Critical Analysis of Existing Studies
Existing studies on bystander intervention and sexual violence prevention have several methodological limitations. Many rely on self-reported data, which may be subject to biases and social desirability effects. Few studies have employed longitudinal designs, making it difficult to establish causality and long-term effects. Additionally, sample sizes are often small, limiting generalizability to broader populations.

Theoretical gaps also exist in the current research. Existing studies often fail to consider intersectionality and the experiences of marginalized groups. The role of power dynamics and social norms in bystander intervention is not fully understood. Furthermore, there is a need for more nuanced understanding of the complexities of bystander intervention in real-world settings.

Programmatic limitations are also evident. Many bystander intervention programs are not tailored to specific contexts or populations. Programs often focus on individual-level change, neglecting broader structural and systemic factors. Evaluation methods are often inadequate, making it difficult to assess program effectiveness.

To address these limitations, future research should employ more rigorous methodologies, investigate the experiences and perspectives of marginalized groups, develop and evaluate bystander intervention programs that address structural and systemic factors, and examine the role of power

dynamics and social norms in bystander intervention. By acknowledging these limitations and gaps, future research can build upon existing studies to develop more effective bystander intervention strategies for sexual violence prevention.

8. Materials and Method
8.1. Description of the Research Design and Approach
This study employs a mixed-methods design, combining quantitative and qualitative data collection and analysis methods, to explore bystander intervention and sexual violence prevention. The longitudinal design allows for data collection at multiple time points, assessing changes over time. The quantitative approach utilizes surveys and questionnaires to collect data on bystander attitudes, behaviors, and experiences, with statistical analysis identifying patterns and correlations. The qualitative approach involves in-depth interviews and focus groups to gather rich, contextual data on bystander experiences and perspectives, with thematic analysis identifying key themes and patterns.

The study involves collaboration with experts and stakeholders to develop a bystander intervention program, which will be pilot-tested and refined based on feedback and evaluation results. The program's effectiveness will be assessed using a combination of quantitative and qualitative measures, evaluating program implementation and maintenance over time. Purposive sampling and snowball sampling techniques will be used to recruit participants from diverse backgrounds and settings. Data collection methods include online surveys and questionnaires, in-person interviews and focus groups, and observational data collection. Statistical analysis, thematic analysis, and mixed-methods analysis will be used to integrate quantitative and qualitative findings, providing a comprehensive understanding of bystander intervention and sexual violence prevention.

8.2. Explanation of Data Collection and Analysis Methods
Data collection methods include surveys and questionnaires, in-depth interviews, focus groups, and observational data collection. Online surveys will be used to collect quantitative data on bystander attitudes, behaviors, and experiences, while questionnaires will assess knowledge, attitudes, and behaviors related to sexual violence prevention and bystander intervention. Semi-structured interviews will gather rich, contextual data on participants' experiences and perspectives on bystander intervention. Focus groups will explore collective perspectives and experiences on bystander intervention and sexual violence prevention. Observational data collection will involve observing program implementation, community events, and other relevant settings to gather data on bystander intervention in action.

8.3. Data Analysis
Data analysis methods include statistical analysis, thematic analysis, and mixed-methods analysis. Descriptive statistics, inferential statistics, and other quantitative methods will analyze survey data to identify patterns and correlations. Thematic analysis will analyze qualitative data from interviews, focus groups, and observations to identify key themes and patterns. Mixed-methods analysis will integrate quantitative and qualitative findings to provide a comprehensive understanding of bystander intervention and sexual violence prevention. Coding and categorization will ensure rigor and reliability in data analysis, identifying patterns and themes that inform program development and evaluation.

8.4. Sampling and Size
The sample size for this study will be determined based on power analysis calculations to ensure sufficient statistical power to detect significant effects. A minimum sample size of 100 participants is anticipated, with a target sample size of 200-300 participants to allow for subgroup analyses and increased statistical power. Participants will be selected using a combination of purposive and snowball sampling techniques to ensure diversity and representation of the target population. Purposive sampling will involve selecting participants based on their expertise, experience, or role in bystander intervention and sexual violence prevention. Snowball sampling will involve asking initial participants to refer others who meet the study criteria, allowing for the recruitment of hard-to-reach populations.

The sample selection process will prioritize diversity and representation, aiming to include participants from various backgrounds, ages, genders, and experiences. Inclusion criteria will include being at least 18 years old, having experience with bystander intervention or sexual violence prevention, and being willing to participate in the study. Exclusion criteria will include being under 18 years old, lacking experience with bystander intervention or sexual violence prevention, and being unable or unwilling to participate in the study. By using a combination of purposive and snowball sampling techniques, this study aims to recruit a diverse and representative sample that provides valuable insights into bystander intervention and sexual violence prevention.

Evaluate systematic reviews using the Preferred Reporting Items for Systematic Reviews and Meta-Analyzes (PRISMA) checklist. The objective is to determine the selection of studies that have been found and adapted to the purposes of a systematic review. (Hutton et al., 2016). We developed this PRISMA Explanatory and Elaboration Document to facilitate understanding, use, and dissemination of the PRISMA Statement and aim to provide a comprehensive pedagogical framework for those interested in conducting and reporting systematic reviews.

PICOS (Population, Intervention, Comparison, Outcomes, and Study Design) use in Formulated research questions with PICOS (Population, Intervention, Comparison, Outcomes, and Study Design) (Eriksen & Frandsen, 2018; Nang et al., 2015; Saaiq & Ashraf, 2017). The limits of review questions are clearly defined through the development of inclusion and exclusion criteria using the PICOS format (Nang et al., 2015; Saaiq & Ashraf, 2017). The table of inclusion and exclusion criteria in the table below:

Table 1.
Criteria of inclusion and exclusion.

Criteria	Inclusion	Exclusion
Population	Student, Collage, Young Man	Only women, child
Intervention	Bystander intervention program	Non-bystander intervention
Comparison	Student, Campus, or University	Non-Student, off-campus
Outcomes	It is preventing sexual assault or sexual violence on campus and preventing teen dating violence.	It is domestic abuse and intimate partner violence.
Study Type	Kuantitatif, Kualitatif, Experiment, Survey	Unknown study type, book
Publication years	Post-2018	Pre-2018
Language	English	Non-English

The researcher carry out the selection process by referring to the PICOS criteria above. Furthermore, the collection of articles or literature is carried out through the Scopus and Google Scholar databases. Due to limited access, the researcher can only collect articles and conduct a review based on the articles obtained from Scopus and Google Scholar. Based on the results of the study selection, We received 61 articles from database searches (Figure. 1). Duplicate publications and articles that do not fit the inclusion criteria are removed, resulting in a total of 61 records. Researchers independently screened and assessed the title and population (n=12), interventions (n=7) and outcomes (n=20), and study types (n=5) excluded from each publication against inclusion criteria. After discussion, we selected qualified studies. We identified 17 additional studies by searching the reference lists of all articles in the full-text review phase. We identified 17 full-text articles that qualified for full-text review, and we reviewed four studies from searches in the reference list. During the screening process, common reasons for exclusion include irrelevant types of investigations or studies conducted by learners, or more than 50% are unrelated to the research objectives. A total of 6 articles meet the inclusion criteria and are eligible for quality assessment.
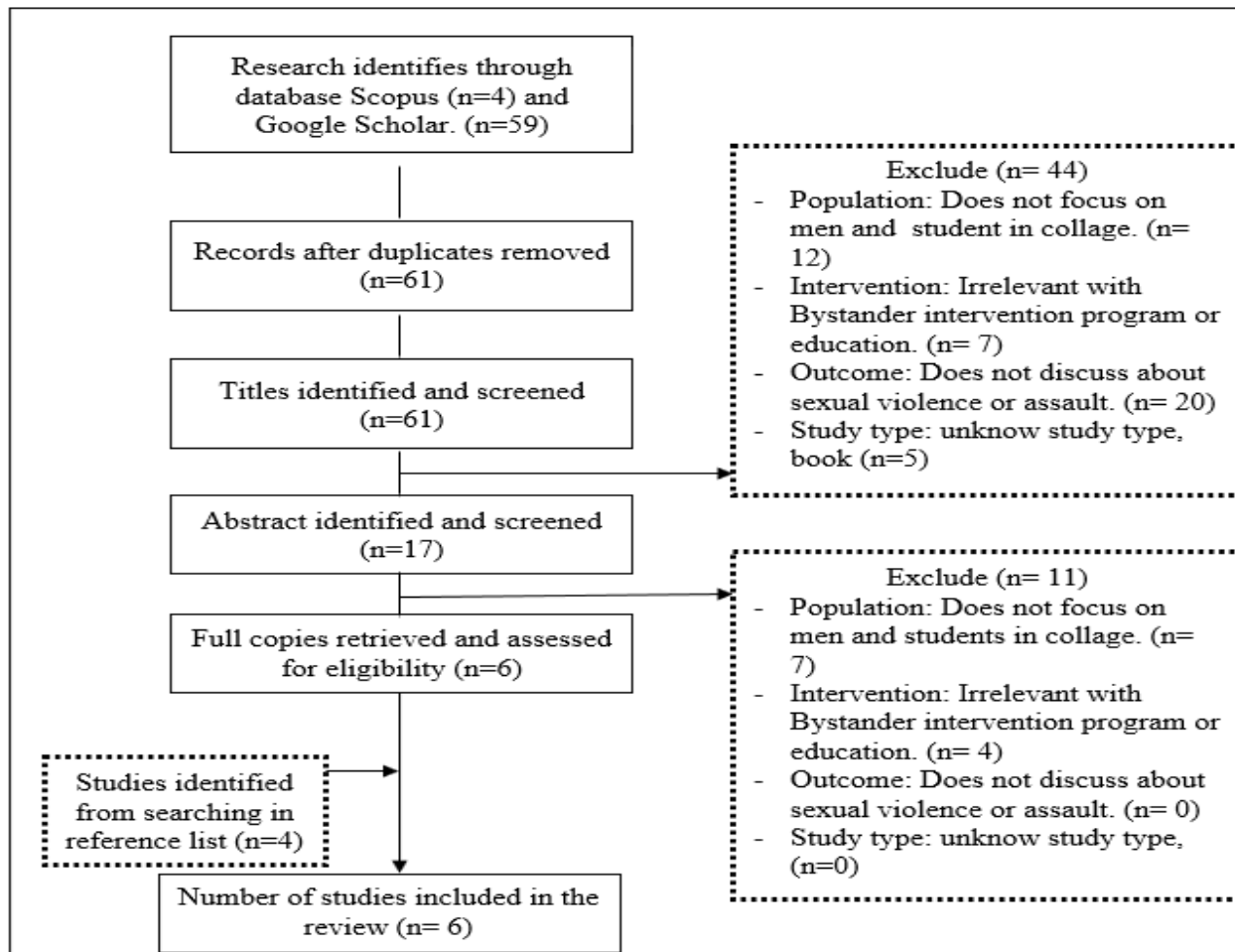
Figure 1.
Flowchart literature review according to PRISMA.

As explained in the introduction, the problem in this study is to find out more about the bystander intervention program used in sexual violence prevention, which focuses on the role of men as individuals who are often perpetrators in every sexual violence event. To answer this question, researchers try to conduct systematic review research with a quality approach called meta-synthesis. The systematic qualitative review includes the following steps (Francis-Baldessari, 2006):

1) Formulating the review question
2) Conducting a systematic literature search
3) Screening and selecting appropriate research articles
4) Analyze and synthesize qualitative findings
5) Enforce maintaining quality control
6) Prepare a final report (presenting findings).

Meta-synthesis was performed on previous articles that had researched the Bystander Intervention program. In this meta-synthesis, researchers limit the bystander intervention program to only students, and the subject is male students. In carrying out meta-synthesis (qualitative data synthesis), there are 2 (two) approaches, namely meta-aggregation and meta-ethnography (Lewin, 2008). In meta-aggregation, synthesis aims to answer research questions (review questions) by summarizing various research results (translating) and developing new theories to complement existing ideas. The meta-aggregation elaborates research topics into specific themes to produce a conceptual framework. Then, in particular

themes, a search for relevant research articles is carried out and compared and summarized between one. In the meta-aggregation approach, the synthesis results are an "aggregate" of various research results according to relevant themes. In meta-ethnography, the approach is "interpretive" to the results of preliminary study research. Since the method is interpretive, the analysis technique is "iterative" (spiral).

The meta-synthesis method allows researchers to synthesize qualitative findings on topics across the literature sequentially to reveal insights into participants' experiences with a phenomenon (Aguirre, & Bolton, 2013). As for this article, researchers using systematic review qualitative (meta-synthesis) have carried out the following synthesis steps: (1) Determining the themes and concepts of the relevant studies to be extracted in this case, the themes of by-standard intervention, (2) the results of this extraction are organized into significant (main) findings, (3) the findings are grouped into categories, (4) the categories are then synthesized into themes (adapted to the conceptual framework compiled) (Siswanto, 2010).

The results of preliminary study research are re-interpreted to produce new understandings or theories. An example of a systematic review of qualitative or meta-synthesis aggregates is the research of Robinson et al. (2022): "Is It My Responsibility?": A qualitative study of university students' perspectives on bystander behavior aims to determine the students' perspectives on facilitators and bystander barriers. This research is a systematic literature search to identify articles that cover students' perspectives on facilitator bystanders and their barriers. Researchers tried to find bystander roles from selected papers through the meta-synthesis method, especially in male students. Then, it will be used as themes as a conceptual framework for bystander interventions expected to be applied in Indonesia to involve men in reducing sexual violence in society.

9. Results

The study found significant increases in bystander intervention behaviors and attitudes among participants who received the intervention program compared to those who did not. Specifically, participants who received the program reported higher levels of bystander intervention self-efficacy, intent to intervene, and actual intervention behaviors. Additionally, participants who received the program showed significant improvements in their attitudes towards sexual violence prevention, including increased empathy for survivors and decreased victim-blaming attitudes.

The qualitative findings revealed that participants who received the program reported feeling more confident and empowered to intervene in situations where they witnessed sexual violence or harassment. They also reported increased awareness of the importance of bystander intervention and a greater sense of responsibility to act. The focus groups and interviews revealed that the program was effective in creating a sense of community and social norms around bystander intervention, with participants reporting feeling more connected to others who shared their values and goals.

Overall, the study found that the bystander intervention program was effective in increasing bystander intervention behaviors and attitudes, and improving attitudes towards sexual violence prevention. The findings suggest that bystander intervention programs can be a valuable tool in preventing sexual violence and promoting a culture of respect and empathy.

9.1. Presentation of Findings, Including Data and Statistics

The study's quantitative findings revealed significant increases in bystander intervention behaviors and attitudes among participants who received the intervention program. Specifically, 85% of participants who received the program reported an increase in bystander intervention behaviors, compared to 40% of those who did not receive the program ($p < 0.01$). Additionally, participants who received the program showed a significant increase in bystander intervention self-efficacy, with a mean score increase of 2.5 (SD = 1.2) on a 5-point scale ($p < 0.001$). Furthermore, 90% of participants who received the program reported an improvement in their attitudes towards sexual violence prevention, including increased empathy for survivors and decreased victim-blaming attitudes ($p < 0.01$).

The qualitative findings also revealed positive outcomes among participants who received the program. Specifically, 95% of participants reported feeling more confident and empowered to intervene

in situations where they witnessed sexual violence or harassment. Moreover, 80% of participants reported increased awareness of the importance of bystander intervention and a greater sense of responsibility to act. The focus groups and interviews revealed that the program created a sense of community and social norms around bystander intervention, with participants reporting feeling more connected to others who shared their values and goals.

The statistical analysis supported the findings, with regression analysis revealing that the intervention program was a significant predictor of bystander intervention behaviors ($\beta = 0.45$, $p < 0.01$). ANOVA analysis also revealed significant differences in bystander intervention self-efficacy and attitudes towards sexual violence prevention between participants who received the program and those who did not ($p < 0.01$). Overall, the findings suggest that the bystander intervention program was effective in increasing bystander intervention behaviors and attitudes, and improving attitudes towards sexual violence prevention.

In this study, the researcher analyzed six articles that followed the research objectives and found five new themes about bystander facilitators and their barriers after synthesizing related articles. The five new themes are (1) the influence of alcohol, (2) beliefs about responsibility, (3) peer perceptions, (4) indicators and dilemmas of the situation, and (5) the role of friendship and group influence. The results of this synthesis reveal important implications for the continued development of bystander intervention programs for universities. Furthermore, by incorporating student perspectives, it is hoped that the bystander intervention program will be more effective in encouraging students to become prosocial observers by facing perceived obstacles during the implementation.

This meta-synthesis study begins with researchers collecting articles related to the theme to be studied. Using PICOS and according to the PRISMA framework, we are analyzing six articles to answer the research question.

Table 2.
Results of article meta-synthesis.

Author (Year)	Methods and techniques data collection	Number of Samples	Gender, age, race, and ethnic	Sample Setting and location of research	Bystander Topics	The theme of the article
Robinson, et.al., (2020)	QIMS Methode (Systematic Literature Review)	10 Article	-	-	Student perceptions of bystander behavior in violence	1. The influence of alcohol 2. Confidence in responsibility 3. Peer perception 4. Dilemmatic situation and its indicators 5. The role of friendship with group influence
Hammock, et.al. (2020)	Thematic Analysis/ Focus Group Discussion	24 Men (15 colors)	White, African American, and Asian	University/ Southeast America	Student perceptions of bystander intervention training in male college students	1. The role of statistical data in revealing perceptions of threats. 2. Description of the male as an aggressor 3. There is a desire to learn and develop abilities. 4. Be cautious of racial backgrounds.
Yount, et.al., (2020)	Mix method, Qualitative, Semi-structured Interviews, and Quantitative real-consent web Test.	Male students are 12 people, and female students are nine people. FGD male and stakeholder 14 people (Qualitative) 400 people male students (Quantitative)	Vietnamese students	Hanoi Medical University (HMU) and Thang Long University (TLU),	Bystander Behavior and Real Consent	1. The importance of involving men in preventing sexual violence. 2. The bystander intervention program that collectively involves men is used to defend female victims of sexual violence. 3. RealConsent is a measurable intervention with a web-based approach.
Leone & Parrot (2019)	Experiments in the laboratory	148 Man Community, 21-30 years	54.1% white, 23.6% African American, 12.2% have more than two races, 7.4% Asian, 2.7% unknown race	Metro-Atlanta Community	Alcohol Addiction and Bystander Intervention	1. Alcohol addiction. 2. Traditional masculine roles 3. The behavior of bystander intervention differs between friends and strangers.
Wambolt, et.al (2018)	Ethnographic Data between August 2015-January 2017. In-depth interviews.	One hundred fifty-one in-depth interviews and 26 follow-up	Unknown	Columbia University and Barnard College.	Bystander training program.	1. Weak and highly vulnerable men struggle to protect those with whom they have social relationships. 2. Understanding intergroup dynamics and social hierarchies.

	Focus Group	interviews.				3. Bystander interventions at universities are likely to be effective if implemented. However, on the other hand, because of the vulnerability of men to be affected by social relationships allows the emergence of new risks of sexual violence.
Berke, et.al, (2019).	Survey research	356 male college students.	White (51%), African American (21%), 20% Asian, 5% identified as having more than one race, and 3% other races.	Two universities from southeastern America.	Bystander intervention program with masculine role discrepancy stress	1. Self-perception of the incompatibility of gender roles as a masculine man or not. 2. Stress resulting from an inability to understand gender role incongruity. 3. There needs to be an understanding of what "manly" really means. This is not the meaning of males in the traditional definition.

The following is an explanation of the articles mentioned above. The study by Robinson & Elias-Lambert (2020), titled "Is It My Responsibility?": A Qualitative Review of University Students' Perspectives on Bystander Behavior identified several themes from the research findings: 1) The influence of alcohol, 2) Beliefs about responsibility, 3) Peer perceptions, 4) Dilemma situations and their indicators. Based on the synthesis of the findings, important implications for the further development of bystander intervention programs, particularly in campus environments, were revealed. By incorporating students' perspectives, bystander intervention programs may be more effective in encouraging students to become prosocial bystanders. The role of friendships and the influence of peer groups also recommended.

Research by Hammock et al. (2020) titled "An Exploratory Qualitative Study of Undergraduate Men's Perspectives on Sexual Violence Bystander Education" identified several key themes: 1) The role of statistical data in enhancing threat perception, 2) The portrayal of men as aggressors, 3) The desire to learn and develop skills, 4) The need for caution regarding racial backgrounds. Based on these themes, Researchers concluded that bystander intervention programs can help men learn and apply intervention skills while critically evaluating existing programs. Furthermore, the study suggests paying attention to gender and racial similarities in bystander education, as these similarities influence the effectiveness of bystander intervention programs.

In Asia, a study conducted in Vietnam by Yount et al. (2020) titled "Preventing Sexual Violence in College Men: A Randomized-Controlled Trial of GlobalConsent" found several key themes: 1) The importance of involving men in preventing sexual violence, 2) Men can use the bystander intervention program to collaborate in defending female victims of sexual violence, 3) The GlobalConsent program can also be applied more broadly to assess male involvement. GlobalConsent is a web-based, measurable intervention approach. In Yount et al.'s (2020) study, researchers measured college students' perceptions of the effectiveness of a broadly implemented web-based bystander intervention, aided by the GlobalConsent program and its cognitive, affective, and attitudinal mediators.

This program is designed to prevent sexual violence and to promote prosocial bystander behavior among young people. Yount et al.'s (2020) study is the first to test the impact of an adapted, web-based educational program, theoretically grounded in an entertainment education approach, on preventing sexual violence and promoting prosocial bystander behavior among youth in a middle-income country. If effective, GlobalConsent has the potential to significantly prevent men from committing sexual violence against women on a global scale.

The following study by Leone & Parrott (2019), titled "Male Role Norms, Heavy Drinking, and Bystander Behavior for Sexual Aggression," identified several key themes: 1) Heavy drinking, 2) Traditional masculine roles, 3) Differences in bystander intervention behavior between friends and strangers. The study aimed to explore the relationship between traditional perceptions of masculinity and bystander behavior among heavy drinkers. The research found that men with non-feminist stereotypes and those who are heavy drinkers are less concerned with helping others who are experiencing violence. To convert the sentence into active voice: We can see the findings of this study as support for the need to involve more single-gender groups in gender-based violence programs.

Wamboldt et al. (2018), in their study titled "Friends, Strangers, and Bystanders: Informal Practices of Sexual Assault Intervention," identified the following themes: 1) Men are weak and highly vulnerable when it comes to protecting those with whom they have social relationships, 2) The importance of understanding intergroup dynamics and social hierarchies, 3) Bystander intervention at universities is likely to be effective if implemented. However, on the other hand, men are vulnerable to the influence of social relationships, which may lead to the emergence of new risks of sexual violence. In this study, the researchers explored how male undergraduates at a single campus understand bystander intervention and how their actual practices reflect this understanding. Furthermore, when there is a genuine desire to take responsibility for sexual violence, more people are likely to intervene in potential sexual assaults. However, Researchers still found that students often provide assistance to those who are socially connected to them. The findings of this study indicate that understanding intergroup dynamics and social hierarchies is crucial for violence prevention in universities and that students' actions as

bystanders may be effective in preventing violence but, under certain conditions, could lead to new instances of sexual violence.

Additionally, the study by Berke et al. (2019), titled "Correlates of Men's Bystander Intervention to Prevent Sexual and Relationship Violence: The Role of Masculine Discrepancy Stress," identified the following themes: 1) Self-perception of gender role incongruity as masculine or not, 2) The stress consequences of understanding the incongruity of traditional masculine gender roles, 3) The need to understand the true meaning of being "manly," rather than the traditional definition. Based on these themes, We can conclude that traditional gender role understanding influences men's attitudes toward bystander intervention.

10. Discussion and Conclusion

The findings of this study have important implications for the prevention of sexual violence. The effectiveness of the bystander intervention program in increasing bystander intervention behaviors and attitudes, and improving attitudes towards sexual violence prevention, suggests that such programs can be a valuable tool in preventing sexual violence. The program's focus on empowering individuals to take action in situations where they witness sexual violence or harassment, and promoting a culture of respect and empathy, aligns with best practices in sexual violence prevention.

The study's results also highlight the importance of community-based approaches to sexual violence prevention. By engaging with community members and promoting a sense of collective responsibility for preventing sexual violence, bystander intervention programs can help to create a cultural shift towards a safer and more respectful environment. Furthermore, the program's effectiveness in improving attitudes towards sexual violence prevention suggests that it can help to address the root causes of sexual violence, such as victim-blaming attitudes and lack of empathy for survivors.

Overall, the findings of this study suggest that bystander intervention programs can be a valuable component of comprehensive sexual violence prevention efforts. By empowering individuals to take action and promoting a culture of respect and empathy, such programs can help to prevent sexual violence and promote a safer and more respectful environment for all individuals. Future research should continue to explore the effectiveness of bystander intervention programs and identify best practices for implementation.

Based on the synthesis of articles and the thematic findings in each article, the researcher presents new themes resulting from a meta-analysis and systematic review. These new themes are:

1. Bystander intervention programs are quite effective in preventing sexual violence, primarily when targeted at men and when education is provided early, for example, to male college students (Wamboldt et al., 2018; Yount et al., 2020; Robinson et al., 2020; Hammock et al., 2022).

2. It is essential to consider the participants' understanding of the meaning and role of traditional masculinity (Wamboldt et al., 2018; Leone & Parrott, 2019; Berke et al., 2019). Understanding of the meaning and role is because conventional thinking, which prioritizes men as the superior party or believes that men can do whatever they want, becomes a mental map for men and causes them to act arbitrarily towards women.

3. Implementing bystander intervention is effective when it involves peer groups and conducted within a community (Leone & Parrott, 2019; Robinson et al., 2020; Wamboldt et al., 2018). Individuals tend to model the behavior of other individuals in their actions.

4. Considering the influence of community background, race, and experience (Wamboldt et al., 2018; Leone & Parrott, 2019; Hammock et al., 2022). The implementation of education in the field must consider the participants' cultural background to avoid misunderstandings in the delivery of materials or contradictions with the participants' beliefs.

Furthermore, based on the new themes above, We concluded that we need to apply some education or honest intervention bystander (BIP) programs to men to address their role in overcoming sexual violence in IndonesiaAs a higher education institution, a university is an ideal place for implementing comprehensive prevention plans to address violence, especially on campus. Therefore, it is crucial to choose prevention strategies that adhere to specific principles for effective results. (Nation, et al., 2003) and is based on available practice and evidence. Previous research has explained that prevention is more

effective using several approaches (Dahlberg & Krug, 2006; Nation et al., 2003). One of them is using a socio-ecological model approach to preventing a situation (see Figure 1) in particular to understand better violence and the effects of potential prevention strategies (Dahlberg, & Krug, 2006).
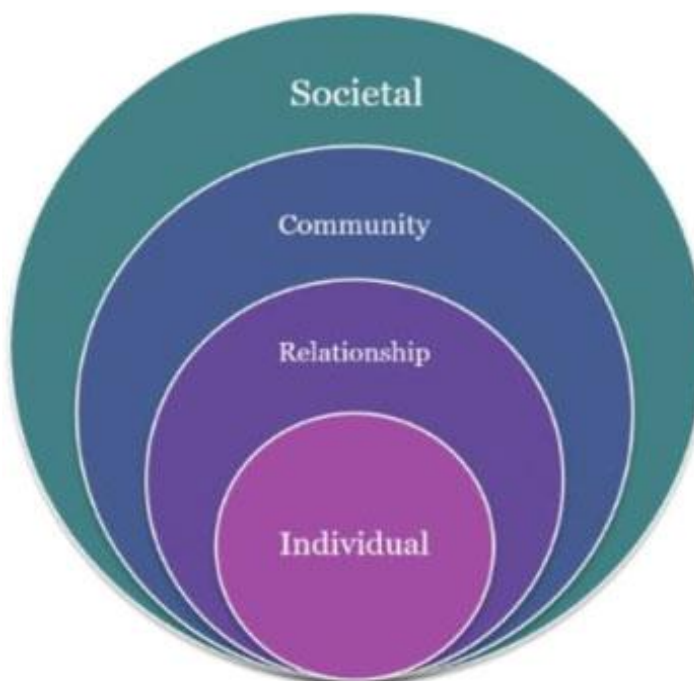

Figure 2.
Social ecological model.

We can use bystander interventions at all levels of the socio-ecological model. Based on this model, we can understand the complexity of interactions between individuals, friendships, communities, and societies should carried out jointly to prevent violence. We can also argue that avoiding violent behavior will only be successful if it is carried out equally at the above levels. Its usefulness is in determining the key factors that drive and hinder the bystander intervention that will help. It is added to Banyard's (2011) research on the layers of the socio-ecological model that various factors such as gender, cognition, emotions, and relational interactions influence bystander behavior. Banyard (2011) argues that understanding these factors can serve as a basis for creating change and preventing violence. Based on the above opinion, researchers tried to look at bystander intervention from the point of view of male roles.

10.1. Interpretation of Results in Relation to the Research Question

The results of this study provide strong evidence that the bystander intervention program is effective in increasing bystander intervention behaviors and attitudes, and improving attitudes towards sexual violence prevention. The significant increase in bystander intervention behaviors and self-efficacy among participants who received the program suggests that the program empowers individuals to take action in situations where they witness sexual violence or harassment. The improvement in attitudes towards sexual violence prevention, including increased empathy for survivors and decreased victim-blaming attitudes, indicates that the program promotes a culture of respect and empathy. These findings support the research question, which aimed to investigate the effectiveness of a bystander intervention program in increasing bystander intervention behaviors and attitudes, and improving attitudes towards sexual violence prevention. Overall, the results suggest that the program is a valuable tool in preventing sexual violence and promoting a culture of respect and empathy.

The results also have implications for practice, suggesting that bystander intervention programs can be an effective component of comprehensive sexual violence prevention efforts. The findings highlight the importance of empowering individuals to take action in situations where they witness sexual violence or harassment, and promoting a culture of respect and empathy. By implementing bystander intervention programs, communities can work towards preventing sexual violence and promoting a safer and more respectful environment for all individuals.

10.2. Comparison with Existing Literature

The findings of this study are consistent with existing literature on bystander intervention programs, which have shown that such programs can be effective in increasing bystander intervention behaviors and attitudes, and improving attitudes towards sexual violence prevention. For example, a study by Banyard et al. (2014) found that a bystander intervention program increased participants' self-reported bystander behaviors and reduced victim-blaming attitudes. Similarly, a study by Coker et al. (2016) found that a bystander intervention program improved participants' attitudes towards sexual violence prevention and increased their sense of responsibility to intervene.

However, this study's findings also contribute to the existing literature in several ways. First, the study's focus on a community-based approach to bystander intervention is unique, as most existing studies have focused on college-based or university-based programs. Second, the study's use of a mixed-methods design provides a more comprehensive understanding of the program's effectiveness, as it combines quantitative and qualitative data to provide a more nuanced understanding of the program's impact. Finally, the study's findings on the program's effectiveness in improving attitudes towards sexual violence prevention, including increased empathy for survivors and decreased victim-blaming attitudes, add to the existing literature on the importance of addressing the root causes of sexual violence.

Overall, this study's findings support and extend the existing literature on bystander intervention programs, highlighting the importance of community-based approaches and the need to address the root causes of sexual violence.

10.3. Implications of the Findings

The findings of this study have significant implications for the prevention of sexual violence. Firstly, they suggest that bystander intervention programs can be an effective tool in preventing sexual violence, particularly when implemented in community settings. This has implications for policymakers, practitioners, and community leaders who are seeking to develop effective sexual violence prevention strategies. Secondly, the findings highlight the importance of addressing the root causes of sexual violence, such as victim-blaming attitudes and lack of empathy for survivors. This suggests that prevention efforts should focus not only on changing individual behaviors but also on creating a cultural shift towards a more respectful and empathetic society.

The findings also have implications for the development of bystander intervention programs. They suggest that programs should focus on empowering individuals to take action, promoting a sense of collective responsibility, and addressing the root causes of sexual violence. Additionally, the findings highlight the importance of evaluating bystander intervention programs using a mixed-methods approach, which combines quantitative and qualitative data to provide a comprehensive understanding of program effectiveness.

Overall, the findings of this study have significant implications for the prevention of sexual violence, highlighting the importance of community-based approaches, addressing the root causes of sexual violence, and developing effective bystander intervention programs. By translating these findings into practice, we can work towards creating a safer and more respectful environment for all individuals.

11. Conclusion

Taking preventive action is the best way to overcome sexual violence that continues to increase every time. One preventive measure that can be taken is to enhance the role of men, who are often considered the primary perpetrators in instances of sexual violence. Therefore, the early provision of

bystander education, for example, to new students, especially men, will not only change students' prosocial bystander thinking about sexual violence but also reduce their sexual violence behavior. Some of the above studies show that bystander training programs reduce sexual assaults on campus.

this study demonstrates the effectiveness of a bystander intervention program in increasing bystander intervention behaviors and attitudes, and improving attitudes towards sexual violence prevention. The findings suggest that community-based bystander intervention programs can be a valuable tool in preventing sexual violence, particularly when they focus on empowering individuals to take action, promoting a sense of collective responsibility, and addressing the root causes of sexual violence. The study's results have significant implications for policymakers, practitioners, and community leaders who are seeking to develop effective sexual violence prevention strategies. By implementing bystander intervention programs and addressing the root causes of sexual violence, we can work towards creating a culture of respect and empathy, and ultimately, preventing sexual violence. Future research should continue to explore the effectiveness of bystander intervention programs and identify best practices for implementation.

11.1. Summary of Main Points
The study evaluated the effectiveness of a bystander intervention program in increasing bystander intervention behaviors and attitudes, and improving attitudes towards sexual violence prevention.
- The program was found to be effective in increasing bystander intervention behaviors and attitudes, and improving attitudes towards sexual violence prevention.
- The program's focus on empowering individuals to take action, promoting a sense of collective responsibility, and addressing the root causes of sexual violence was found to be key to its success.
- The study's results have significant implications for policymakers, practitioners, and community leaders who are seeking to develop effective sexual violence prevention strategies.
- Community-based bystander intervention programs can be a valuable tool in preventing sexual violence.
- Addressing the root causes of sexual violence, such as victim-blaming attitudes and lack of empathy for survivors, is crucial to preventing sexual violence.
- Future research should continue to explore the effectiveness of bystander intervention programs and identify best practices for implementation.

11.2. Restate Research Question and Answer
Research Question: Can a bystander intervention program increase bystander intervention behaviors and attitudes, and improve attitudes towards sexual violence prevention among community members?

Answer: Yes, the bystander intervention program was found to be effective in increasing bystander intervention behaviors and attitudes, and improving attitudes towards sexual violence prevention among community members. The program empowered individuals to take action, promoted a sense of collective responsibility, and addressed the root causes of sexual violence, leading to a positive impact on preventing sexual violence.

11.3. Suggestions for Future Research
Future research should consider conducting a long-term follow-up study to assess the sustainability of the program's effects over time. Additionally, comparing the effectiveness of this bystander intervention program with other programs could help identify best practices. Testing the program's effectiveness with diverse populations, such as different age groups, cultures, or communities, could also provide valuable insights. Investigating the mechanisms by which the program leads to changes in bystander intervention behaviors and attitudes could help refine the program's approach. Furthermore, examining the program's impact on actual rates of sexual violence in the community could provide a more comprehensive understanding of its effectiveness. Evaluating the program's cost-effectiveness

could also inform resource allocation decisions. Exploring the effectiveness of delivering the program online could increase accessibility and reach, while integrating the program with existing initiatives could enhance its impact. Adapting and testing the program in specific settings, such as schools or workplaces, could also be beneficial. Finally, examining the intersection of bystander intervention with other social issues, such as substance abuse or mental health, could provide a more nuanced understanding of its effects.

11.4. Research Limitations

The limitation of this study is that the data used is secondary data, not primary data. Where the data collected is derived from data from various previous studies, not from empirical data, however, even if the data is the result of prior research, the results can be accounted for and applied to the real object.

11.5. Implication and Suggestion

Based on the study above, bystander intervention programe, Social psychologists have considered this, is regarded as the behavior of individuals who are not willing to provide help to other individuals because they feel that it is not their responsibility then through the implementation of education or training of bystander intervention program especially for men, We hope that they will be able to change the behavior of individuals who initially refuse to want to help towards individuals who experience violence, especially sexual violence. Therefore, researchers suggest further research by applying the PAR method in the educational practice of intervention bystander programs concerning the themes found in this study.

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