The Strategic Role of Bystander Intervention and Digital Media in Preventing Sexual Violence

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ABSTRACT

This study aims to explore the strategic role of bystander intervention and the utilization of digital media in the prevention of sexual violence. Employing a descriptive qualitative approach with Robert E. Stake's case study method, the research involved five female participants with experience as responsive bystanders. It uncovers how female responsive bystanders utilize digital media not only to respond to sexual violence but also to build solidarity, disseminate public awareness, and document survivor experiences as part of prevention efforts. The findings indicate that although participants do not always follow every stage of the Bystander Intervention Process, they consistently demonstrate active engagement in preventing or responding to sexual violence through intervention strategies such as direct, distract, and delegate. Some factors, such as emotional proximity, personal experience, and perceived risks, influence the intervention undertaken. Significant challenges for bystanders include situational ambiguity, past trauma, and prevailing social norms. Conversely, social media is recognized as a strategic tool for fostering collective digital support, voicing survivor experiences, and providing valid forensic evidence. The pattern of micromobilization within digital movements strengthens public awareness regarding sexual violence issues. This study reinforces the complementary roles of bystanders and digital media in creating safe spaces and progressive social change.

Keywords: bystander intervention, digital media, intervention strategies, micromobilization, sexual violence

INTRODUCTION

Sexual violence is a complex and profound social issue that not only involves individual actions but is also influenced by how society understands, discusses, and treats the issue. Within the framework of social construction theory, what is considered "normal" or "abnormal", and "right" or "wrong", is not natural or absolute. Such understandings are built through social interaction, conversation, and the value systems that develop within a culture (Berger & Luckmann, 1966). Sexual violence and harassment frequently occur in specific locations. Previous research suggests that women often experience ambiguous behavior in public spaces under the pretext of unintentional actions by perpetrators; targeting also occurs in remote areas far from witnesses. Sexual harassment or violence does not focus on the location itself but on the existing opportunities (Meyrick, 2022). A bystander is an individual who witnesses criminal behavior or social rule violations, even if they are not directly involved in the conduct (Mainwaring et al., 2023). The challenge regarding the low role of bystander intervention is supported by WHO (2019) data, which reports that 55%–95% of female survivors of violence do not disclose the abuse they have experienced. The development of digital media has expanded the space for sexual violence into the online realm, where violent practices are often normalized through situational ambiguity, sexual jokes, and victim-blaming.
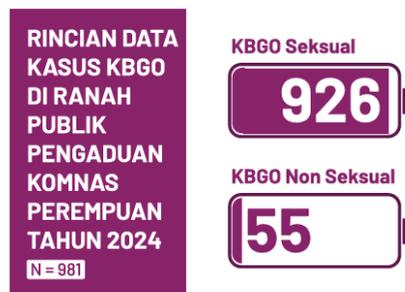
Source: Komnas Perempuan (2024)

Picture 1. Online Gender-Based Violence Cases

The development of digital media has expanded the landscape of sexual violence into the online realm, where harmful practices are frequently normalized through situational ambiguity, sexual jokes, and victim-blaming. The figure above illustrates that Online Gender-Based Violence (OGBV) reported to the National Commission on Violence against Women (Komnas Perempuan) is heavily dominated by sexual violence. In this context, the role of the bystander becomes crucial. A bystander intervention approach positions individuals who are not

directly involved as victims or perpetrators in a strategic position to prevent, halt, or respond to sexual violence (Ford et al., 2024). However, the effectiveness of such interventions is often hindered by social norms, situational ambiguity, and the social and psychological risks (Bridges et al., 2021). Those intending to intervene weigh various consequences, such as the possibility of physical injury, threatening repercussions, or the impact on the victim's mental health, including post-event trauma symptoms.

Previous research has found that gender differences serve as a primary determinant of an individual's intention to act as a bystander. Women are more likely than men to be willing to perform interventions (Bridges et al., 2021). Nevertheless, this decision is also underpinned by a full awareness of the situation, including the potential risks to both the victim and the intervenor. Considerations of these risks are often triggered by concerns over social consequences or legal liabilities that may arise from the intervention.

Also, there is an inhibiting factor known as the bystander effect. The bystander effect is a situation in which witnesses tend to remain silent because they feel they are not the only ones present. As each person assumes that another witness will help, collective inaction emerges, which results in no actual intervention by anyone (Darley & Latane, 1968). A lack of knowledge regarding intervention actions and social norms that support passivity can further impede bystander behavior (Wahyuni et al., 2023). Gender norms and traditional values that position men as the dominant party can increase tolerance toward sexual violence. Consequently, individuals, particularly men, become reluctant to intervene when witnessing violence (Hedo et al., 2021).

In the discourse of bystander intervention, critical points to consider include low collective awareness and the minimal internalization of bystander intervention values within society. The success of an intervention depends heavily on public awareness, interpretation, and perspectives regarding the urgency of addressing sexual violence. Bystander intervention in sexual violence is not merely an individual act; it is influenced by the background, capacity, and courage of the person to act. WHO found that factors such as harmful gender norms, early exposure to violence, cultures of male dominance, and a lack of awareness regarding women's rights are some significant barriers. Furthermore, structural aspects such as poverty, low education, and limited access to legal and health services complicate the probability of intervention (WHO, 2019).

Prior research on bystander intervention in the context of sexual violence has emphasized individual, situational, and contextual factors influencing intervention intentions and behaviors (Lyons et al., 2024; Mainwaring et al., 2023; Weitzman et al., 2020). Systematic reviews and scoping reviews show a dominance of formal intervention program evaluations and educational training, particularly

within academic environments (Pfaff et al., 2024). Experimental and quantitative studies have also identified structural barriers such as social norms, acceptance of rape myths, and the influence of alcohol on bystander decisions (Bridges et al., 2021). Meanwhile, qualitative research has begun to uncover concrete bystander strategies such as 'direct, distract, and delegate' (Ford et al., 2024), though these remain largely limited to offline contexts. Research on digital media generally positions the media as either a risk factor or a web-based intervention tool (Galdi & Guizzo, 2021; Salazar et al., 2023), and has yet to integrate it with actual bystander experiences. Therefore, this study offers novelty by exploring the experiences of women as responsive bystanders and examining the role of digital media as a space for micromobilization, collective support, and the production of forensic evidence in sexual violence prevention.

RESEARCH METHODS

This study employed an interpretive qualitative approach. Qualitative research positions researchers as the primary instrument for understanding the meaning, context, and complexity of social experiences from participants' perspectives (Stake, 2010). A case study approach was selected to enable an in-depth exploration of sexual violence and the role of bystander intervention as a social reality shaped through subjective experience and the construction of meaning within society. The current case study aimed to understand broad conceptual issues, specifically the practice of bystander intervention, through specific cases representing the experiences of women as responsive bystanders (Stake, 2010). Consequently, the number of participants was not determined by statistical generalization but by the depth of information and richness of experience relevant to the research focus. Five participants were deemed sufficient as each provided a rich narrative, allowing the researchers to capture significant patterns of meaning and variations in experience within the constraints of a case study.

The research was conducted from January to May 2025 through in-depth interviews with participants aged 21 or older who had experience performing or being involved in bystander interventions. Participant selection was conducted purposively via personal networks (snowball sampling), with consideration of participants' suitability for the research objectives. Interviews lasted approximately 1 hour per participant and utilized open-ended questions to allow them to freely express their views, reflections, and interpretations (Stake, 2010). Before the interviews, all participants signed informed consent forms and were briefed on the potential traumatic experiences that might arise during the session. This step ensured that participants understood the research procedures and emotional risks while affirming their right to withdraw at any time without consequence.

Table 1. Participant Characteristics

Participant	Age	Educational / Occupational Background	Experience Related to Sexual Violence
A	22	High school graduate	Survivor & former bystander
B	22	Vocational School Graduate & freelancer	Survivor & former bystander
C	22	College student & part-timer	Victim (including rape) & bystander
D	22	College student/film industry worker	Recurring harassment victim & bystander
E	24	College student/content creator & model	Sexual harassment victim & frequent bystander

Sumber: Processed research data

Data analysis was performed interpretatively and thematically, following Stake's principles for qualitative case study analysis. The process began with verbatim transcription of the interviews, followed by open coding to identify units of meaning relevant to the bystander's role, intervention forms, barriers, and digital media utilization. These initial codes were then grouped using thematic categorization to identify major themes that reflected the participants' patterns of experience. In the subsequent stage, the researchers conducted contextual interpretation by linking empirical findings with the theoretical frameworks of bystander intervention and social construction.

RESULTS AND DISCUSSION

Social Construction of Sexual Violence Understanding and Bystander Awareness

A social reality and perspective do not arise spontaneously but develop cumulatively through lived and interpreted experiences. Money (2016) explains that gender perceptions are created through the accumulation of social experiences throughout life. This study shows that participants' perceptions regarding sexual violence and their roles as bystanders correlate closely with their experiences as victims. All participants utilized these personal experiences as a foundational basis for understanding sexual violence and responding to the situations they encountered.

Money (2016) also suggested that certain aspects within an individual are relatively difficult to change because they have been deeply embedded since early life. This finding is reflected in Participants C and E, who come from family backgrounds with strong nurturing roles. Consequently, their values and perceptions regarding gender relations and sexual violence originate from the family unit. These values, formed early on, shape their sensitivity toward sexual

violence issues. This finding extends previous research that the family functions as a primary source in the initial process of meaning construction before individuals interact with broader external influences. The perception based on lived experience also explains the participants' view that the bystander role can be performed regardless of age. This perspective arises from the participants' experiences of being victims since an early age; in fact, Participant E stated that she had been performing the bystander role since her school years.

In addition to personal experience, media and social circles also significantly shape and transform participants' perceptions. Bartesaghi and Castor (2008) explain that social identity, including perceptions of sexual violence, is formed through communication processes influenced by the social environment, cultural norms, and material conditions. The findings indicate that changes in participants' perceptions stem from both internal (individual) and external (environment) factors. This is evident in the experiences of Participants B and D, who lost parental roles as primary sources of values, prompting them to seek external references beyond the family.

Regarding external sources, this study also identified a process of individual exploration experienced by Participants B, C, and D. This exploration was conducted through personal hobbies and interests, specifically through books and literacy. Participants B and C noted that the literature they consumed became a vital foundation for instilling values about women and motivating them to undertake the bystander role. These findings suggested that the internalization of values does not always occur through formal institutional paths, but it sometimes happens through literacy practices and an independent search for meaning.

Beyond the loss of parental roles, this individual exploration also brought to light participants' views on male gender roles within the construction of masculinity, particularly regarding harassment and sexual violence. Participants A, B, and D held relatively similar views regarding men as masculine figures. However, all participants also asserted that the patriarchal system acts as an obstacle to fully understanding the role and function of such masculine figures. In this context, Yankov (2020) explains that patriarchal social norms, which position men as superior, contribute to the formation of behaviors perceived as harassing, which ultimately shape women's negative perceptions of men as threats or perpetrators of sexual violence. The findings of this study strengthen this argument by demonstrating how patriarchal norms operate within the participants' everyday experiences.

Within the framework of Berger and Luckmann's social construction theory, the process of meaning formation is not linear, but it involves overlapping stages of externalization, objectivation, and internalization. The research findings show that the externalization process for Participants A, C, and E originated from

the family, while Participants B and D experienced externalization through their social environments. Awaru (2020) explains that parental externalization helps individuals adapt to their social environment by instilling fundamental values, such as norms, laws, and prevailing social realities. Participants A, C, and E acquired these values through family interactions, including those related to dress codes, manners, interactions with the opposite sex, and handling emergencies.

The next stage is objectivation, the process where human-created reality appears as something objective and outside individual control. Awaru (2020) notes that objectivation involves the formation of new meanings through awareness of repeated and consistent actions. In this study, the objectivation process is visible in participants' awareness of recurring harassment and sexual violence in their environments, whether within friendships, work, or extended families. These experiences, including the objectivation of women through sexist jokes and demeaning comments, triggered emotional reactions that prompted critical reflection. Participant B highlighted the concept of the perfect victim, often used to blame survivors, while Participant E emphasized the strength of patriarchal culture that positions women as sexual objects. Lyons et al. (2024) explain that the objectivation of women is a factor contributing to the failure of bystanders to take an active role. It is the repetition of these harassing practices that drove participants to act as bystanders, indicating a shift in how they view a social reality that was previously considered normal.

Furthermore, all participants expressed the view that anyone can be a victim or a perpetrator of sexual violence. This perspective was formed through the objectivation process, since several participants, such as C, D, and E, had performed the bystander role more than once. Stroem et al. (2022) stated that both men and women can be victims of sexual violence. This finding confirms the participants' view that sexual violence cannot be narrowly understood based solely on gender.

The internalization stage is the process of absorbing the constructed social reality, which becomes part of the individual's worldview. Participants stated that their experiences as victims had long-term impacts on how they interpret situations, assess risks, and make decisions. Berger and Luckmann (1966) assert that life experiences and social interactions are vital parts of the internalization of social reality. Participants A and D explained the impact of these experiences on their romantic relationships, including the emergence of hesitation and caution in choosing a partner. Meanwhile, Participants C and E demonstrated internalization that fueled strong motivation to play an active role as bystanders by applying specific intervention strategies.

In the context of media, all participants viewed social media, news reports, and viral content as sources of literacy and education regarding sexual violence.

Participant E actively uses social media to voice women's issues through content on TikTok and Instagram. Berkowitz and Liu (2014) explain that the media play a role in constructing social reality through framing and simplifying information. Chistyakov (2020) also affirms that the media shape the social reality believed by individuals and society, thereby influencing values and perceptions of the social world.

The Role of Responsive Bystanders in Sexual Violence Prevention

Bystander intervention refers to the role of a third party, neither the perpetrator nor the victim, taking action to prevent or respond to harm. In the context of sexual violence, individuals who actively engage in preventive or responsive actions are termed responsive bystanders (Katz & Moore, 2013). Based on interviews with five participants, all individuals in this study can be categorized as responsive bystanders, as they took tangible actions to prevent, halt, or respond to sexual violence they witnessed or encountered. It aligns with the concept proposed by Latané & Darley (1969) regarding bystander motivation, which includes feelings of pride and the opportunity to act as a helper or hero. This is reflected in the experiences of Participants A, D, and E, who interpreted the bystander role as a moral assistance to the victim. However, Latané & Darley (1969) also emphasize that the bystander role follows risks, such as being misunderstood, facing legal consequences, or experiencing physical threats. These risks are vividly experienced by Participants C, D, and E, who receive direct threats from perpetrators after intervening, demonstrating that bystander actions often involve significant personal consequences.

The participants' experiences revealed a diversity of bystander situations, both as direct witnesses and as parties involved post-incident. These situations ranged from physical coercion and verbal harassment to offensive jokes while intoxicated and suspicious acts, such as taking unauthorized photos of the victim. This variation is consistent with the concept of bystander situations identified by Yule & Grych (2020), which encompasses various scenarios before, during, and after sexual or physical violence occurs.

Specifically, Participant A faced direct physical coercion and harassment. At the same time, Participant B encountered harassment within the context of jokes and the exploitation of intoxicated victims, including the non-consensual distribution of photos. Participant C faced a combination of physical coercion, victim discomfort, and the complicating factor of alcohol, which heightened situational ambiguity. Participant D thwarted a perpetrator's attempt after suspicious physical contact, while Participant E acted as a post-incident bystander by responding to information about sexual violence on social media. These findings indicated that the bystander role is not limited to direct intervention at the scene but can also occur after the violence has taken place.

Alcohol becomes a significant factor in bystander intervention. Alcohol is known to impair high-level cognitive functions, such as the ability to assess situations, recognize risks, and plan actions (Bridges et al., 2021). In this study, alcohol not only affected the victims' condition but also complicated the bystanders' assessment of the situation. Participant C, for instance, faced a dilemma when a victim appeared to consent to a perpetrator's invitation while intoxicated, creating ambiguity about whether intervention was necessary. It proves that alcohol acts as a situational factor that can undermine the effectiveness of bystander intervention.

Furthermore, all participants in this study had personal experiences as victims of sexual violence, which subsequently influenced how they interpreted and performed their roles as bystanders. This finding supports research by Mainwaring et al. (2023) that personal experience, particularly as a victim, significantly contributes to moral sensitivity and an individual's inclination to intervene. Despite sharing similar negative backgrounds, each participant responded differently. Participant B tended to confront perpetrators directly; Participant A focused more on protecting the victim; and Participant C took a strategic, calculated approach based on similarities in past experiences. This variation suggests that personal experience does not produce a uniform pattern of intervention but shapes a distinct intervention style for each individual.

Regarding the motivation to act as a bystander, participants emphasized concerns about the rising rates of sexual violence and the normalization of such cases in social spaces. This view aligns with Meyrick's (2022) findings that globally, approximately 80–90% of women report experiencing sexual harassment at least once in their lives. Participants A, B, C, and E explicitly cited the high prevalence of cases as a primary driver of their actions; Participant B even cited similar percentages in her explanation.

Participants also argued that there is no specific age limit for acting as a bystander. They suggested the importance of instilling values from an early age and the presence of authority figures, particularly parents, as sources of education. This finding is supported by Thornberg (2007), who demonstrates that empathy can be a trigger for helping behavior in children. Although children can also experience the bystander effect, social models such as teachers and group leaders, along with moral education, play a vital role in encouraging prosocial actions.

In performing their roles, participants moved through the stages of the bystander intervention process described by Latané & Darley (1969), though not every participant completed every stage. Participants A, B, and E, for example, did not go through the initial stage of firsthand observation of the event, as they were not at the scene when the violence occurred. However, they still moved through other stages, such as assessing the situation, assuming responsibility, and

determining the appropriate form of intervention.

Situational ambiguity was a major barrier during the assessment stage, particularly when there was no reaction from others or when the relationship between the perpetrator and victim appeared close. Participant C, who interacted directly with both parties, had the advantage of assessing the situation from multiple angles, unlike other participants who relied on limited information. Regarding the assumption of responsibility, all participants except Participant B were directly involved in decision-making at the scene, while Participant B acted as a post-incident bystander.

In determining the form of intervention, participants showed differing approaches. Participants A and D tended to act quickly and spontaneously, which may have been influenced by their relational proximity to the victim and by self-confidence in the situation (Kuskoff & Parsell, 2024). However, such spontaneous actions potentially conflict with the principle of caution regarding personal risk emphasized in the literature. In contrast, Participants C and E utilized more planned and analytical strategies, aligning with Latané & Darley's (1969) view that ideal intervention involves evaluating the situation before acting.

As noted by Moschella & Banyard (2020) in Kuskoff & Parsell (2024), the intervention strategies used by participants reflect three main categories: direct, distract, and delegate. The direct strategy was evident in the actions of Participants A and D, who confronted perpetrators directly. The distract strategy was used to divert the perpetrator's attention, such as moving the victim away from a dangerous situation. In contrast, the delegate strategy was manifested through the involvement of third parties or authorities, as emphasized by Participant B.

Some participants promote a firm or confrontational stance toward perpetrators. However, this strategy must be considered carefully, as Harsey et al. (2017) show that confrontation can be ineffective when perpetrators employ DARVO (deny, attack, reverse victim and offender) patterns, which potentially worsens the victim's psychological state. Therefore, focusing on victim protection and confronting the perpetrator outside the victim's presence, as suggested by Participant B, can be a more empathetic approach.

Barriers to the bystander role were experienced by all participants, including fear of consequences, situational ambiguity, physical power imbalances, and past trauma. The barriers faced by Participant D, particularly regarding proximity to the perpetrator and prior trauma, can be understood through Bennett et al.'s (2017) findings on loyalty conflicts and social norms that hinder intervention. In this context, traumatic experiences can also be linked to Perpetration-Induced Traumatic Stress (PITS), which affects a bystander's psychological readiness to act. Additionally, a victim's decision not to pursue the case posed a barrier to Participants B and E. This indicates that bystander intervention is not always

determined solely by the bystander's moral judgment but also by the victim's choice. This finding enriches the discussion in Burn (2017), which highlights how social judgments of victims can hinder intervention. However, in this study, the barrier was more closely related to the victim's own agency.

This study confirms that the bystander's role is crucial in preventing and responding to sexual violence. All participants acted as responsive bystanders using diverse and contextual strategies. Although not all stages of the bystander intervention process were fully completed, their actions demonstrate the importance of personal experience, empathy, and careful situational assessment. Thus, bystander intervention demands courage, social awareness, and strategies that are sensitive to the safety of both the victim and the bystander.

Digital Media, Bystander Experience, and Collective Micromobilization
This section highlights the deconstruction of values and norms that drive social change and preventive efforts against sexual harassment and violence. Participants emphasized the role of digital and social media as strategic tools for increasing public awareness. Beyond their educational functions, social media platforms are utilized to publicize survivor experiences, store digital evidence, provide support tools, and serve as emergency information sources for those in need of assistance.

In the context of digital evidence, such as photos, videos, chat logs, and social media posts, participants stated that this evidence is often the only neutral data available, particularly when the victim is unable to recall the incident or is under the influence of substances such as alcohol (Dodge, 2018). For instance, Participant E emphasized that digital evidence can serve as valid and concrete data to support legal enforcement processes. Participant C added that a victim's digital activities, ranging from caches, cookies, and search histories to social media uploads, hold high forensic value in substantiating cases (Majeti et al., 2023).

Furthermore, Participant E, an influencer, shared the importance of social media as a means to raise awareness regarding sexual harassment and violence. This statement aligns with research by Primadini & Catharina (2025), which found that one benefit of social media is fostering awareness, particularly for organizations advocating for gender issues. Beyond raising awareness, it also constitutes a form of impression management that can build a positive reputation for the organization (Astagini & Bangun, 2023). Social media, specifically Instagram, encourages individuals to mobilize movements against sexual violence (Primadini, 2021). These platforms enable individuals to act as bystanders through digital collective support, beginning with posts to close circles and eventually expanding to the public.

Nevertheless, digital harassment is also frequently encountered on the same platforms. Participant B added that activist movements on social media contribute significantly to shaping public opinion, consistent with findings by Brown et al.

(2017) regarding the effectiveness of community movements. Brown also suggested the concept of micromobilization, small but massive efforts to amplify voices and create social pressure. It explains why Participant E mentioned data validity and evidence in the context of digital advocacy. Regarding sexual violence victims as a minority group, Stephani (2022) argued that Instagram can be utilized effectively not only by celebrities and influencers but also by marginalized groups.

The role of social media is not limited to advocacy but also extends to building perceptions and social constructions, particularly regarding gender and stereotypes. Participants C and E highlighted how bystander intervention and social awareness are constructed through visualizations on social media, which creates a visual reality for platform users (Rosyidah & Nurwati, 2019). The Participant E's action in voicing these issues represents a form of critical action against inappropriate masculine behavior, while simultaneously demonstrating that social media is a real arena for the formation of gender consciousness and resistance against patriarchy (Yankov, 2020). Meyrick (2022) refers to this concept as 'gender transformation', the deconstruction of gender roles through education and the reinforcement of empathy, humanity, and responsibility in men as nurturing masculine figures. Participants, especially B, C, and D, emphasized the importance of sex education focused on preventing deviant behavior and fostering social awareness from an early age. Participant D added that a mature understanding of the bystander role is essential. These findings align with those of Anilkumar et al. (2022), which show that only 62.2% of respondents have good knowledge of sex education and 56.1% hold supportive attitudes, indicating that sex education must encompass moral values, social responsibility, and empathy.

In addition to education, the transformation of legal and justice systems was also a point of focus. Participants A and E stated the law must favor the victim and provide a deterrent effect for perpetrators. Consistently, Decker & Sherman (2016) noted that the legal system must function as an instrument of protection and transparency, rather than merely punishment, ensuring safe and equitable access for survivors of sexual violence.

Based on the discussion above, this study concludes that social media serves as a primary tool for advocacy, the dissemination of survivor experiences, and digital collective participation through community movements. Comprehensive sex education is a vital preventive strategy to instill empathy and responsibility from an early age, particularly in men. At the same time, legal system transformation is necessary to guarantee victim protection and perpetrator accountability. The bystander role emerges from a social construction involving value internalization, the objectivation of experience, and repeated exposure to incidents, supported by personal experience and digital evidence. The combination of education, social media, and legal reform constitutes an effective

early intervention in preventing sexual harassment and violence.

CONCLUSION

This study demonstrates that bystander intervention in the context of sexual violence is not merely a spontaneous act or a procedural individual action; rather, it is a dynamic, contextual, and adaptive social practice. Bystanders are formed through social construction involving personal experience, social norms, environmental interaction, and exposure to digital discourse. Interview results show that participants actively select intervention strategies: direct, distract, or delegate, based on risk assessment, power dynamics, and emotional proximity. Consequently, the intervention process is not always linear and does not strictly follow the standard stages of bystander intervention.

Digital and social media platforms serve as strategic intervention spaces, enabling bystanders to build solidarity, voice survivor experiences, and create social pressure through patterns of micromobilization. The participants' digital activities, from posting information and disseminating evidence to collective support, indicate that media technology facilitates the construction of social reality and gender awareness. These findings confirm that sexual violence prevention is a collective communication process that transcends offline and digital spaces, involving complex interactions between individuals, society, and technology.

This research perceives bystanders as adaptive and reflective social actors, and digital media as a space for social construction and advocacy. It suggests that effective intervention should integrate social, technological, and educational perspectives, including sex education and gender value transformation, as part of a comprehensive preventive effort. This approach expands the theoretical understanding of bystander intervention from an individual cognitive framework to an adaptive, contextual, and multidimensional communicative social practice in Indonesia.

Academically, future research could expand bystander intervention theory by considering digital literacy, online social pressure, and gender representation. Also, they can utilize mixed methods to map intervention patterns more comprehensively. Practically, it is essential to strengthen sex education and digital literacy to foster empathy, social awareness, and responsibility in bystanders from an early age. Furthermore, social media can be used as an ethical space for advocacy, collective support, and documentation of digital evidence.

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