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Website-Based Cybercounseling: Education on Preventing Sexual Violence for adolescents

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Abstract

The purpose of this research is to develop a website-based cybercounseling model as an educational tool for the prevention of sexual violence for adolescents. This research employs Design Thinking, a research method intended to produce a specific product, which includes the stages of Empathize, Define, Ideate, Prototype, and Test. The samples were chosen through purposive sampling and were of a snowball sampling nature with the criteria of having an interest in adolescent issues, particularly concerning sexual violence, and a low level of understanding of sexual violence. Data was collected through questionnaires and interviews to analyze the level of understanding of sexual violence and the gender attitudes held, including cognitive understanding, attitudes, and behaviors, while the t-test was used to analyze the effectiveness of the product. The research concluded that the developed application is named 'SETARA MENYAPA'. This application is developed in the form of a website application, consisting of profile components and an article menu that contains education about sexual violence and a help menu that includes counseling services and online complaints, criticism and suggestions, as well as contact persons. The feasibility test of the application scored 85.29 in the good category. Its impact on the prevention of sexual violence can be seen from a 45% increase in understanding of sexual violence, a 30.4% increase in sexual efficacy, and a 34.1% decrease in permissive attitudes. The effectiveness test of the model was measured using the t-test, revealing a significance value (2-tailed) of 0.000 ($p < 0.05$), meaning that the Website-Based Cybercounseling Model is effective in increasing understanding of Sexual Violence, thus it is appropriate to be used as an educational tool for preventing sexual violence among adolescents. The scientific contribution of this research lies in integrating Islamic and gender perspectives into digital counseling, offering a culturally responsive innovation for adolescent education. However, this study is limited to small-scale trials within one higher-education setting, requiring further validation through broader and longitudinal studies.

Keywords: Website-based Cybercounseling, Sexual Violence, Online Counseling, Adolescents

Introduction

The phenomenon of sexual violence among adolescents currently is an increasingly alarming and concerning issue. Indonesia is even considered to be in a state of emergency regarding sexual violence. This is evidenced by the increasing number of sexual violence cases that continue to rise each year (Koller, 2000; Handayani, 2017; Martin-Storey & August, 2016). Sexual violence can be defined as acts that involve sexual contact without consent, including non-consensual sexual acts that are not always intended to achieve sexual gratification. Examples include observing another person's body parts without permission, sexual trafficking, and online sexual exploitation (Houtrow et al., 2021; AT et al., n.d.; WHO, 2001; Mathews & Collin-Vézina, 2019; Ward et al., 2018). Thus, sexual violence is not limited to sexual intercourse, but includes actions and words that are unwanted by the victim (Black & Kammes, 2021; Schneider & Hirsch, 2020; Bondestam & Lundqvist, 2020).

Sexual violence can occur in all age groups, from toddlers, children, teenagers, to adults. Its impacts include psychological, physical, and social issues (Fu'ady, 2011; Ward et al., 2018; Devries et al., 2018). Teenagers tend to be more vulnerable to experiencing sexual violence due to their unstable emotional condition and peer influence. This instability makes them easily become victims, with more than half of teenage girls being victims, while one in four males are known to be perpetrators of sexual violence against teenagers remaja (Moore et al., 2020). Research shows that the rate of sexual violence among teenagers is still high. The CATAHU data from the National Commission on Violence Against Women in 2021 recorded 299,911 cases of violence against women (KTP) in 2020, although this figure represents a 31% decrease compared to the previous year, which recorded 431,471 cases. This decline is due to disruptions in case documentation services caused by the transition from an offline to an online complaint system during the pandemic, as well as the tendency of victims to be reluctant to report because they are close to the perpetrators during the PSBB period. However, reports to the National Commission on Violence Against Women (Komnas Perempuan) actually increased by 60%, from 1,413 cases in 2019 to 2,389 cases in 2020, indicating an increase in sexual violence during the pandemic (Komnas Perempuan, 2021). Additionally, data from the Ministry of Women's Empowerment and Child Protection (KPPPA) also shows a high number of sexual violence cases in 2020 with 7,191 cases. As of 2021, up to June 3, there have been recorded 1,902 cases of sexual violence against women and children, with a total of 3,122 cases of violence (Mariyawati et al., 2023). This illustrates

that Indonesia is currently in a state of emergency concerning sexual violence. One of the main factors contributing to sexual violence is the power relation, which is a situation where the perpetrator exploits their power over the victim's helplessness (Rifa'at & Farid, 2019; Schneider & Hirsch, 2020; Jones et al., 2012). To address this issue, firm policies and massive outreach are required, both in campus and community settings, to raise legal awareness regarding power relations in sexual violence (Jones et al., 2012; Fine & McClelland, 2023).

Based on this data, it can be interpreted that sexual violence can affect victims of both boys and girls, and the perpetrators are not only strangers but also relatives and close family members of the victims korban (Jennifer, 2021; Robinson et al., 2017). Many of these victims choose to remain silent and are reluctant to report because they consider it a shame and inappropriate for others to know (Fu'ady, 2011; (Handayani, 2017)(Bella & Farida, 2017). This case can be likened to an iceberg (Rudolph et al., 2022; Fourie, 2020).

Some of these phenomena indicate that counseling facilities and services have become a basic and urgent need on campus. It is time for campuses to have counseling services that can genuinely accommodate complaints with reliable confidentiality in the campus environment. The development of an Android application for educating adolescents on the prevention and handling of gender-based violence is greatly needed. The results from interviews as an analysis of the needs of this research indicate that there are still few victims of sexual violence cases undergoing counseling processes. Moreover, in the era of Industry 4.0, where technology has become a digital awareness that educators must master, our target clients are the millennial generation and even Generation Z, who are daily immersed in technology.

Through this online service (cybercounseling), it becomes an effective alternative for adolescents. Counseling services become easy to access anywhere and anytime, minimizing reluctance to report, allowing clients to feel less embarrassed, more comfortable, flexible, and available at any time (Amadori & Brighi, 2025; Bondestam & Lundqvist, 2020). The materials in the application to be developed will include educational content on sexual violence for teenagers and adolescents, both in psychological, Islamic, and gender contexts, including: information about the knowledge of sexual violence covering: definitions, forms, prevention efforts, and how to respond when becoming a victim of sexual violence; understanding psychological first aid, recovery, and legal literacy regarding sexual violence cases, as well as easily accessible online complaint services for gender-based violence cases.

Cyber counseling services are currently needed considering the conditions and developments. Not only are they important for the present, but they will also be much more important for counseling services in a broader context in the future (Fourie, 2020; AT et al., n.d.). Therefore, there is a need for the development of media that is tailored to the characteristics of counseling victims of sexual violence who are embarrassed or afraid to report acts of sexual violence. Cyber counseling is one of the strategies in the implementation of guidance and counseling utilizing technology and using electronic devices such as laptops, computers, and smartphones (Bastemur & Bastemur, 2015; Petrus & Sudiby, 2017; de Haas & Hutter, 2020; Mativo et al., 2013; Fourie, 2020). The implementation of cyber counseling can be done through text messages or video, so there is no need for face-to-face meetings (Scholl et al., 2017; Tanrikulu, 2009). In a broader context, the development and study of cybercounseling reveal that cybercounseling services are an effective, engaging, and flexible step in providing services to adolescents (Richards & Viganó, 2013; Schopp et al., 2019). The media of cybercounseling services as an effort to address sexual violence among adolescents in this study will delve deeper into various criteria aspects as follows: 1) acceptability, 2) usefulness, 3) ease of use, 4) accuracy, and 5) attractiveness. Based on this, the researcher is interested in conducting a study entitled the development of an Android-based Cybercounseling application with an Islamic and gender perspective aimed at preventing sexual violence among adolescents.

The novelty of this research lies in the development of an Android-based cybercounseling application that holistically integrates Islamic and gender perspectives in efforts to prevent and address sexual violence among adolescents, particularly in campus environments. Unlike previous studies such as those by Richards & Viganó (2013) and Scholl et al. (2017), which focused solely on the effectiveness and flexibility of cybercounseling from technical and psychological aspects, this research presents an interdisciplinary approach that has not been widely studied, namely by embedding Islamic values and gender awareness into educational content and counseling services. While de Haas & Hutter (2020) and Bondestam & Lundqvist (2020) discuss the urgency of online services in addressing sexual violence, they have not specifically developed digital media that is responsive to the needs of victims from certain cultural and religious backgrounds. This innovation is specifically designed to align with the characteristics of Generation Z, who are closely connected to technology, while also addressing the need for safe, flexible, and confidential counseling services in both campus and broader community settings. This interdisciplinary approach contributes new insights into contextual, cultural, and religious digital-based guidance and counseling practices.

Given these issues, the development of website-based cybercounseling becomes essential to support adolescents' understanding and prevention of sexual violence through technology-enhanced learning and online support systems. The present study introduces "SETARA MENYAPA," a web-based counseling platform that integrates educational content, online counseling, and complaint services designed with Islamic and gender-sensitive perspectives. Therefore, the purpose of this study is to develop and evaluate the effectiveness of a website-based cybercounseling model ("SETARA MENYAPA") as an educational tool to increase adolescents' understanding, efficacy, and awareness in preventing sexual violence.

Method

This study employed the Design Thinking approach, a development-oriented research method aimed at producing a specific product through five iterative stages: Empathize, Define, Ideate, Prototype, and Test (Apocalypse & Jorente, 2022; Aulia et al., 2020). This method was chosen because it combines a user-centered perspective with practical innovation, enabling the development of counseling media that directly respond to users' actual needs.

The research participants were selected using purposive and snowball sampling techniques. The inclusion criteria consisted of adolescents or young adults aged 17–24 years who were active students at UIN K.H. Abdurrahman Wahid Pekalongan, had an interest in adolescent and gender issues, and demonstrated a low to moderate level of understanding of sexual violence based on a preliminary survey. The exclusion criteria included individuals who had previously received formal counseling related to sexual violence or those unwilling to complete all stages of data collection. A total of 45 participants were involved in the study, consisting of 30 females and 15 males. Participants were distributed across different stages of the process: fifteen were engaged in the empathize stage for interviews and needs assessment, thirty were involved in prototype usability testing, and all forty-five participated in the pre-test and post-test phase to evaluate the model's effectiveness.

Data were collected using two main instruments: questionnaires and interview guides. The questionnaire measured three domains: (1) knowledge of sexual violence, including its definitions, forms, and preventive efforts; (2) attitudes toward gender and sexuality, measured using a five-point Likert scale adapted from Ward et al. (2018); and (3) self-efficacy in preventing sexual violence, adapted from Rostosky et al. (2008). The interview guide was used to explore participants' needs, perceptions, and feedback regarding the prototype. The instruments were validated through expert judgment by

three lecturers in guidance and counseling and psychology, while reliability testing using Cronbach's alpha yielded a coefficient of 0.87, indicating high internal consistency. Prior to participation, all respondents were provided with informed consent forms explaining the study's objectives, procedures, and their right to withdraw at any time. Confidentiality and anonymity were maintained throughout the research process, and sensitive questions were handled following ethical protocols to ensure participants' psychological safety, particularly given the topic of sexual violence.

The implementation of the Design Thinking stages began with the Empathize stage, involving interviews, observations, and online surveys to identify the problems and needs of adolescents related to sexual violence education. The Define stage focused on synthesizing the findings to specify key challenges and formulate design goals for the counseling model. During the Ideate stage, brainstorming sessions were conducted with both counseling experts and target users to generate digital solution ideas that addressed the identified needs. The Prototype stage involved developing the website-based cybercounseling model, named SETARA MENYAPA, which includes educational content, online counseling, and complaint services. The final Test stage consisted of usability and effectiveness testing, conducted through pre-test and post-test design, to assess the feasibility and impact of the developed application.

Quantitative data from the pre-test and post-test were analyzed using a paired sample t-test to determine the effectiveness of the model in improving knowledge, attitudes, and efficacy related to sexual violence prevention. Qualitative data from interviews were analyzed thematically to interpret user experiences, satisfaction, and feedback for further refinement of the model.

Theoretical framework

Cybercounseling

Cybercounseling is one of the guidance and counseling strategies that utilizes technology through electronic devices such as laptops, computers, and smartphones (Bastemur & Bastemur, 2015; Petrus & Sudiby, 2017). This service allows counseling to be conducted through text messages or video without the need for face-to-face interaction (Scholl et al., 2017). Generally, research shows that cybercounseling is an effective, flexible, and engaging approach to providing services to adolescents (Fourie, 2020; Richards & Viganó, 2013).

In this study, cybercounseling services for addressing sexual violence among adolescents will be analyzed based on five main criteria: acceptability, usability, ease of

use, accuracy, and appeal. The designed material includes an understanding of sexual violence, such as definitions, types, prevention, and steps that victims can take to raise awareness about this issue. Cybercounseling itself is a form of counseling service that has developed alongside advances in communication technology. The mediums used vary, from emails, chat sessions, phone calls, to real-time video sessions via webcam (Ifdil & Ardi, 2013). This application will also include educational materials on sexual violence for adolescents and adolescents, covering a deep understanding of the definition of sexual violence, its types, prevention efforts, steps to handle victims, initial psychological support (first aid), recovery, as well as legal knowledge related to sexual violence. In addition, there will be access to easily accessible online complaint services to address cases of gender-based violence (Richards & Viganó, 2013).

Cybercounseling is an internet-based counseling service that is still grounded in the fundamental principles of counseling (Richards & Viganó, 2013; Sudirman, 2020). This service provides professional assistance virtually through a computer monitor without physical presence and can be done anytime and anywhere (Sutijono, 2018). In this study, cybercounseling is conducted through the WhatsApp application (WA). The implementation procedure involves several steps, namely: (a) having a smartphone, (b) downloading and installing the WhatsApp application through Playstore/AppStore, (c) having a phone number registered on WhatsApp, and (d) having an internet connection.

This online service (cybercounseling) has become an effective alternative for adolescents, making counseling services easily accessible anytime and anywhere, minimizing reluctance to report, allowing clients to feel less ashamed, more comfortable, flexible, and available at any time (Bastemur & Bastemur, 2015; Mishna et al., 2015; (Ifdil & Ardi, 2013). The materials in the application being developed will include educational content on sexual violence for adolescents and adolescents in psychological, Islamic, and gender-just contexts, consisting of information on: knowledge of sexual violence including: definitions, forms, prevention efforts, and handling of sexual violence, psychological handling, such as: understanding psychological first aid, psychological recovery, and legal education on cases of sexual violence, as well as easily accessible online complaint services in cases of sexual violence.

Sexual Violence

Sexual violence is an act that involves sexual contact without consent or under conditions of coercion. This act can take the form of non-consensual sexual behavior that is not intended for sexual gratification, such as observing another person's body

parts without permission, sexual trafficking, to online sexual exploitation (Mathews & Collin-Vézina, 2019; Ward et al., 2018; Ward et al., 2018). According to Law Number 35 of 2014, violence against children is defined as acts that cause physical, psychological, sexual suffering, neglect, or threats that violate the law. Sexual violence is also defined as sexual acts, attempts to conduct sexual acts, sexualized comments, or sexual relations under coercion (Wang et al., 2020; AT et al., n.d.).

The phenomenon of sexual violence among teenagers and college adolescents is increasing and worrying, putting Indonesia in a state of emergency regarding sexual violence. Data shows an increase in the number of sexual violence cases each year (Handayani, 2017; Bondestam & Lundqvist, 2020; Martin-Storey & August, 2016; Mathews & Collin-Vézina, 2019). Sexual violence includes various actions, including non-consensual sexual contact, online sexual exploitation, and behaviors such as sex trafficking (Mathews & Collin-Vézina, 2019; Ward et al., 2018; WHO, 2018). Not limited to sexual relations, these acts also include speech or behavior that is not agreed upon by the victim (Goldman & Bradley, 2001). To address this issue, strict criminal policies as well as massive socialization in campus and community environments are necessary. This is important to raise legal awareness, particularly concerning power relations that often serve as a key factor in acts of sexual violence.

Forms of sexual violence are very diverse and can occur in various contexts, ranging from private to public spheres, including in educational settings (Rostosky et al., 2008; Gruber & Fineran, 2016). These forms include verbal harassment (such as sexual innuendos), physical harassment (such as unwanted touching), coercion into sexual relationships, rape, sexual exploitation, forced pornography, sexual slavery, to technology-based sexual violence such as the distribution of intimate content without consent or sextortion (pressure through the threat of distributing sexual content) (UNESCO, 2009; Gruber & Fineran, 2016). In the context of higher education, sexual violence is often influenced by power imbalances between instructors and adolescents or seniors and juniors, which can create intimidating and manipulative situations (UNESCO, 2019); Bondestam & Lundqvist, 2020). In addition, gender-based sexual violence is also a form of discrimination that exacerbates inequality and human rights violations (UN Women, 2013; Rudolph et al., 2022). Identifying and understanding forms of sexual violence is an important first step in efforts to prevent, protect, and uphold justice for victims.

Islamic Perspective on Counseling and Sexual Violence Prevention

From an Islamic perspective, counseling (al-irsyād wa al-taujīh) serves as a process of guiding individuals toward ṣalāh (psychological and spiritual well-being) and taqwā (moral self-control). Islamic guidance and counseling emphasize the balance between the development of intellect (‘aql), emotion (qalb), and behavior (‘amal), which together strengthen self-awareness and prevent deviant acts, including sexual misconduct (Fu’ady, 2011; Kadafi et al., 2021).

Islam places strong emphasis on ḥifẓ al-‘ird (protection of honor) as part of the maqāṣid al-sharī‘ah—the higher objectives of Islamic law that aim to preserve faith, life, intellect, lineage, and dignity. Preventing sexual violence is therefore not merely a social or psychological duty but also a religious and moral obligation. Al-Qur’an explicitly instructs both men and women to guard their modesty and avoid actions leading to sexual immorality (Q.S. An-Nūr [24]:30–31). This principle underpins the ethical foundation of Islamic counseling that encourages tazkiyatun nafs (purification of the self) and mutual respect among genders.

In the context of counseling practice, the integration of Islamic values provides an ethical and spiritual dimension that complements psychological interventions. Islamic counseling emphasizes empathy (ta‘āṭuf), respect (iḥtirām), and compassion (raḥmah) as counselor attitudes that foster trust and healing (Kadafi et al., 2021; Rassool, 2015). Therefore, the cybercounseling model developed in this study not only utilizes technology to increase accessibility but also embeds Islamic ethics and gender justice to ensure that the service aligns with cultural and spiritual values of Indonesian adolescents.

Result

Development of a Website-Based Cybercounseling Model: Education for the Prevention of Sexual Violence among Adolescents

The Web-based Cybercounseling Model for sexual violence prevention education is named "SETARA MENYAPA." This model develops a web-based application software that contains educational material on sexual violence for adolescents and adolescents (including content services on preventive efforts against sexual violence) covering aspects of knowledge, attitudes, and skills based on the theories of Lawrence Green and Benjamin Bloom (Mahmudi et al., 2022; Lafendry, 2023).

This application is developed in the form of a website category application, in the form of a link that can be connected with the Android application. This model is developed in detail: 1) The website "SETARA MENYAPA" is built using a WordPress-based CMS (Content Management System), which is the most popular CMS platform in the world for website or blog development, 2) This website has an external link in the form of a URL that directs to a specific sub-web, providing consultation services for clients to address various problems that require a response, 3) One of the features of the 'SETARA MENYAPA' website is RSS (Really Simple Syndication), a file in .XML format that is commonly used by news sites or blogs to convey information to their readers. With this feature, users can receive automatic notifications if there are updates on the website and 4) This website is designed with an elegant and informative appearance, resembling a news portal. The available categories include: Home, Articles, Videos, Counseling, Contact Person, and Suggestions & Complaints. This structure allows each category to become a navigation menu tailored to the subthemes developed in this application.

In the process of developing this product, the developers collected several websites that are integrated into the Android application. Then, they selected those websites to find which ones have characteristics similar to the website 'SETARA MENYAPA'. In this process, the author identified source code, animations, layouts, components, and others to gather inspiration for building the initial framework of the application. The developed model components consist of:

Article Page

This article page contains educational and literacy content about sexual violence for teenagers and adolescents, which broadly includes an introduction to what sexual violence is, the concept of gender in Islam, and strategic steps to take in case of sexual violence. The menu on this article page includes written articles and videos. The table of contents on the 'SETARA MENYAPA' website for the prevention of sexual violence on this article page consists of:

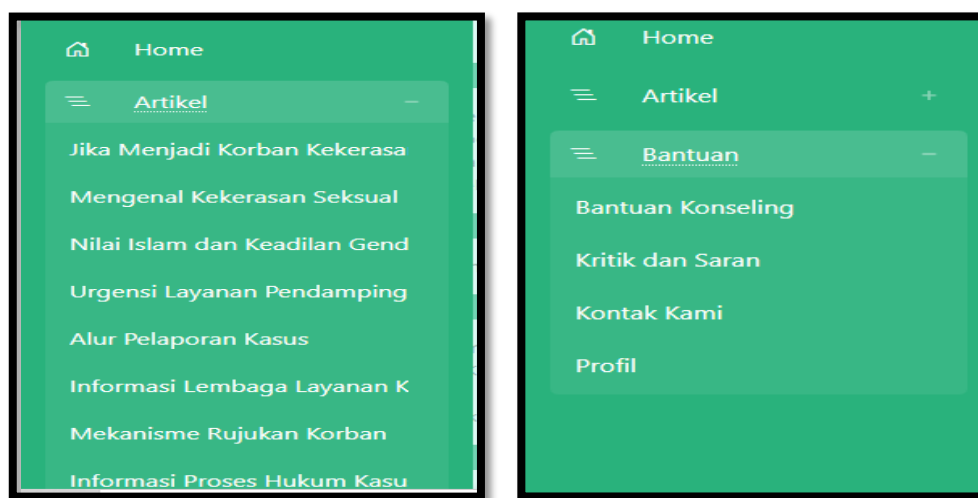
First, the aspect of knowledge includes a) Basic knowledge of sexual violence covering: definitions, forms, efforts to prevent sexual violence, b) Religious views on sexual violence, c) Legal understanding of sexual violence cases, d) Knowledge of Reproductive Health, and e) Literacy on laws and regulations in the study of sexual violence. Second, the aspect of attitudes includes: a) Strengthening gender justice perspectives, b) Self-awareness in preventing sexual violence, c) Strengthening Peer Counseling, d) Self-esteem and Resilience. Third, the aspect of skills includes: a) Steps to

take when becoming a victim of sexual violence, b) Counseling skills and psychological first aid, c) Easily accessible online complaint services for gender-based violence cases, and d) Legal assistance services for victims of sexual violence.

Help Page

This help page contains: a) Counseling and Complaints, b) Criticism and Suggestions, c) Our Contact, d) Profile. For more clarity, see image 1 below:

Figure 1: Prototype Model of Web-Based Cybercounseling Application Development in an Effort to Prevent Sexual Violence among Adolescents



The menus in this application are designed to facilitate operation, the functions of the menus include:

Post Menu. The post menu has 4 features: All Posts, Add New, Categories, and Tags. The function of the Post Menu is to display all articles that have been uploaded. Meanwhile, the Add New feature is used to upload new articles. The Categories feature is used to add new categories that will be used as buttons or windows for articles that are themed with the articles that the admin intends to upload. The last menu in the post is Tags; Tags are used to create hashtags or to tag links to other people's articles;

1. Media Menu. The Media Menu has two features, the Library feature and the Add New feature. The Library feature functions to display images that have been uploaded by the admin. The Add New feature is used to add images/photos that have not been uploaded in the article if those images are indeed needed;
2. Menu Pages. The Menu Pages has two features: All Pages and Add New. All Pages is used to view all articles that have been successfully uploaded, while Add New is used to upload an article file that is to be published;

3. Menu Comments. The Menu Comments only displays comments from readers who wish to leave comments on articles that have been uploaded by the admin;
4. Menu Appearance. Menu Appearance has several features including Themes feature, Customize feature, Widgets feature, Menus feature, Background feature, and Theme File Editor feature. The Theme feature is used to change the theme to make it more varied. The Customize feature is used to customize the appearance of the link. The Widgets menu is used to add footnotes or notes below the article. The Menus feature is used to add categories that you want to display on the link. The Background feature is used to change the background on the link, and the Theme File Editor feature is used to edit themes;
5. Menu Plugin, functions to add specific features to the program without the admin having to change the program itself;
6. Menu Users, contains profiles and information related to the admin and the link owner;
7. Menu Tools, contains basic colors that will be used in the link display;
8. Menu Settings is used to set up the link.

Diffusion and Impact of the Cybercounseling Application Development Model

The diffusion of a web-based cybercounseling model for preventing sexual violence among adolescents involves steps ranging from needs identification, platform development, launch, user education, to ongoing evaluation. The parties involved are campus leadership, counselors, IT teams, adolescents, student organizations, and the entire campus community. With the involvement of all parties and effective diffusion, this service is expected to be accepted, utilized, and provide a positive impact for adolescents.

The expected impacts are the design of a web-based cybercounseling model as an effort to prevent sexual violence for adolescents, (1) Beneficial for the development of knowledge, this research can provide insights and additional literature in the field of adolescent psychology, especially concerning sexual violence for adolescents. (2) For managers in higher education, it can be used as a means to develop gender-responsive higher education institutions and zero tolerance towards violence through the development of cybercounseling service media as an effort to prevent and address sexual violence for adolescents. (3) For the community and parents, it is hoped that they can provide the appropriate motivation and support regarding self-understanding and measures for prevention and resolution of issues among adolescents.

The Effectiveness of Website-Based Cybercounseling Model: Understanding and Prevention of Sexual Violence for Adolescents

A trial was conducted with 45 adolescents from UIN K.H. Abdurrahman Wahid Pekalongan to assess their understanding of sexual violence prevention after receiving web-based cyber counseling services. The results of the pre-test and post-test are viewed from three components, namely 1) knowledge about gender-based violence and sexual harassment, 2) attitudes towards gender and sexuality, and 3) self-efficacy/belief in preventing sexual violence. The data is presented in the following diagram:

Table 1: Research Results on Understanding of Sexual Violence through the Use of Web-Based Cybercounseling Application

No	Aspect	Score	Criteria
1.	Knowledge about gender-based violence and sexual harassment	59,78	Quite Good
2.	Attitudes Towards Gender and Sexuality	46,07	permissive
1.	Self-efficacy/belief in preventing violence	39,13	High
Total Score		144,98	Quite Good

From the table above, it can be understood that the Prevention of Sexual Violence can be achieved through sexual violence literacy using cyber counseling based on websites, with a total score of 144.98, which falls into the quite high category. This means that apart from the utilization of applications, it is also influenced by other factors both internal and external. Meanwhile, the percentage increase in the pre-test and post-test conditions for each aspect, namely the understanding of sexual violence, showed an increase of 45%, and the aspect of sexual efficacy increased by 30.4%. However, the permissive attitude towards cases of sexual violence decreased by 34.1%. The decline in this permissive attitude is very important for shaping a personality that is caring and empathetic towards cases of sexual violence. Because often the normalization of sexual violence cases occurs due to our high permissive attitudes. This means that website-based cybercounseling media assistance effectively influences the increase in understanding and awareness of adolescents regarding sexual violence, both cognitively, affectively, and behaviorally.

The effectiveness testing of the website-based Cybercounseling model is analyzed using a t-test on the results of the pretest and posttest understanding of sexual violence after the experiment. The summary of the effectiveness testing of the website-based Cybercounseling model for preventing sexual violence among adolescents is shown in the following table 2:

Table 2: Paired Sample Test Model of Web-based Cybercounseling for the Prevention of Adolescent Sexual Violence

Paired Sample Test			
T	Df	Sig. (2-tailed)	Information
13,599	34	.000	Significant

From the t-test table above, it can be seen that the probability value (significance) shows a significance value (2-tailed) of 0.000 ($p < 0.05$), thus H_0 is rejected and H_a is accepted. This means that the Website-based Cybercounseling Model is effective in increasing understanding of Teenage Sexual Violence, making this model suitable as an educational medium for preventing sexual violence among adolescents.

Discussion

The findings of this study indicate that the website-based cybercounseling model "SETARA MENYAPA" is able to respond to the needs of adolescents for counseling services that are safe, confidential, flexible, and easily accessible. The findings of this study demonstrate that the website-based cybercounseling model "SETARA MENYAPA" effectively improves adolescents' understanding, attitudes, and efficacy in preventing sexual violence. The significant increase in post-test scores, along with reductions in permissive attitudes, indicates that digital-based counseling media can become an effective educational tool for behavioral change. This aligns with the theoretical assumption that counseling media designed through Design Thinking can produce user-centered innovations responsive to actual needs (Apocalypse & Jorente, 2022; Aulia et al., 2020).

The effectiveness of the developed model corresponds with the principles of Carl Rogers' client-centered therapy, which emphasizes empathy, acceptance, and unconditional positive regard in fostering clients' self-awareness and personal growth (Doeka & Banja, 2022; Zhu & Liu, 2022). The digital design of SETARA MENYAPA enables these therapeutic principles to be implemented in an online environment where adolescents can feel psychologically safe and respected. This supports the findings of Richards and Viganó (2013), who concluded that online counseling maintains therapeutic depth comparable to face-to-face counseling when it ensures empathy and client-centered interaction.

Furthermore, the results of this study corroborate the conclusions of Bastemur and Bastemur (2015) and Mishna et al. (2015), who found that cybercounseling enhances accessibility and reduces psychological barriers for clients reluctant to seek traditional counseling due to stigma or shame. Similarly, Scholl et al. (2017) and Fourie (2020) noted that technology-mediated counseling provides flexibility and confidentiality two aspects that are essential in dealing with sensitive cases such as

sexual violence. The present findings reinforce these studies by confirming that adolescents perceive website-based counseling as safe, user-friendly, and personally relevant, particularly when presented with culturally and religiously contextualized content.

Adolescents, as the primary target of this model, are a group that is psychosocially in a vulnerable phase. According to Erikson's theory (1968), they are undergoing the identity vs role confusion phase, where exploration of relationships and sexuality often intersects with the risks of deviance or relational violence. According to Steinberg (2014), limitations in the executive functions of the adolescent brain (prefrontal cortex) make them more impulsive and more easily trapped in unhealthy relationships. Support for this research can also be seen in the study by Chesney-Lind & Irwin (2013), which highlights how inequalities in power relations and gender norms increase the potential for sexual violence, particularly against young women. Therefore, the educational material in the SETARA MENYAPA application that addresses issues of gender equality, relational justice, and psychological first aid (PFA) is crucial. The material in this application refers to Bloom's Taxonomy in three main domains: cognitive (knowledge about forms of sexual violence, laws, reproductive health), affective (values and attitudes towards gender and power relations), and psychomotor (coping skills, reporting, and recovery) (Lafendry, 2023; Mahmudi et al., 2022). This approach is reinforced by the Precede-Proceed model by Green & Kreuter (2005), which suggests that effective behavioral change requires systematic, needs-based educational interventions that involve an ecological approach.

From the perspective of counseling technology, Barak et al., (2008) concluded that internet-based counseling has an effect size comparable to face-to-face therapy, especially in dealing with cases of stress, depression, and mild to moderate trauma. The model developed in this study integrates website-based education with consultation and reporting features, thereby adding dimensions of accessibility and interactivity. This is also supported by the notion that the use of technology in school counseling expands service reach and increases student engagement (Lester et al., 2013; Leowalu & Hendriks, 2023).

On the counseling approach side, the integration of Cognitive Behavioral Therapy (CBT) in the application narrative provides a foundation for cognitive restructuring for victims and prevention of maladaptive behaviors in potential perpetrators. As emphasized in the meta-analysis by Andersson et al. (2014), internet-delivered CBT (iCBT) has proven effective for addressing post-traumatic disorders, anxiety, and deviant behaviors, especially in adolescents and young adults (Bastemur &

Bastemur, 2015). Furthermore, the spiritual dimension in this application reflects the Islamic Counseling approach, which was also examined by Rassool (2015) in the *Journal of Muslim Mental Health*, stating that religion-based counseling helps Muslim clients achieve psychospiritual integration and enhances moral resilience in facing social pressures, including sexual violence and unhealthy relationships (Isawi, 2022; Kadafi et al., 2021). The design thinking-based development model in this study also supports the principle of user-centered counseling, which in the educational technology literature is associated with the human-computer interaction (HCI) approach that emphasizes the importance of empathy, feedback loops, and design iteration based on user experience (Mativo et al., 2013; Bastemur & Bastemur, 2015; Schopp et al., 2019).

From an Islamic counseling perspective, the SETARA MENYAPA model operationalizes the values of ta'āṭuf (empathy), iḥtirām (respect), and raḥmah (compassion), which are fundamental principles in bimbingan dan konseling Islam (Kadafi et al., 2021; Fu'ady, 2011). These values are manifested in the non-judgmental and supportive tone of the platform's communication, the inclusion of Islamic perspectives on gender justice, and the educational material encouraging moral self-control (taqwā). In accordance with the Islamic ethical framework, this approach aligns with ḥifz al-'ird (protection of dignity) within the maqāṣid al-sharī'ah, emphasizing that the prevention of sexual violence is not only a psychological and social need but also a religious obligation. This integration reflects the argument of Rassool (2015), who stated that Islamic counseling supports psychospiritual resilience and moral responsibility in confronting modern social challenges.

The study's results also strengthen the theoretical proposition that digital technology can be an instrument of moral and educational transformation when guided by ethical and cultural values. Fu'ady (2011), in *Konseling Religi*, emphasized that the modernization of Islamic counseling requires contextualization through technology to maintain its relevance for the younger generation. In line with this, Kadafi et al. (2021) showed that Islamic-based counseling interventions could enhance mindfulness and reduce anxiety among adolescents, suggesting that integrating Islamic ethics with digital media may reinforce both cognitive and emotional development.

The improvement in participants' understanding and efficacy shown in this study further reflects the application of Bloom's Taxonomy and Green's PRECEDE-PROCEED model, which posit that behavioral change is achieved through structured learning across cognitive, affective, and psychomotor domains (Mahmudi et al., 2022; Lafendry, 2023). The SETARA MENYAPA platform addresses all three domains: enhancing knowledge about sexual violence, reshaping attitudes toward gender and

sexuality, and fostering skills to respond to and report incidents effectively. Moreover, this study enriches the literature by offering an interdisciplinary contribution that bridges the gap between psychological theory, Islamic values, and digital technology. Previous studies such as those by de Haas and Hutter (2020) and Bondestam and Lundqvist (2020) focused primarily on the technical or psychological dimensions of online sexual violence prevention. In contrast, this research introduces a contextually grounded model that integrates Islamic guidance and gender justice perspectives, reflecting the moral and cultural identity of Indonesian adolescents.

Thus, the SETARA MENYAPA model can be seen as an applied manifestation of Islamic cybercounseling, where digital media serves not merely as a communication tool but as a medium for da'wah, education, and psychospiritual empowerment. This finding aligns with the call of Sudirman (2020) and Ifdil and Ardi (2013) for digital transformation in guidance and counseling services to create responsive and value-based educational ecosystems in higher education institutions. Overall, the study demonstrates that integrating Islamic ethical principles within technology-based counseling not only improves accessibility and engagement but also strengthens moral resilience among adolescents. This synthesis supports the theoretical framework that effective counseling innovation in the digital era must be both technologically adaptive and ethically rooted, ensuring holistic development of individuals across cognitive, emotional, and spiritual dimensions.

Conclusion

The development of a website-based cybercounseling model through the application "SETARA MENYAPA" is a strategic innovation in modern counseling services that addresses the needs of adolescents and adolescents for safe, flexible, and technology-based psychological services. The user-centered and adaptive digital service design to the characteristics of Generation Z can be a relevant and effective solution in the context of preventing sexual violence. The tendency of adolescents to be reluctant to report, social stigma against victims, and the limitations of conventional services can be bridged through a user-friendly, confidential, and effective digital counseling approach. These findings strengthen the urgency of utilizing information technology in the development of educational counseling services, particularly in higher education institutions, to create a campus ecosystem that is responsive to issues of sexual violence and oriented towards zero tolerance for all forms of gender-based violence. For future development, quantitative effectiveness testing of the application, integration of advanced interactive features, and multi-stakeholder collaboration (counselors,

lecturers, student organizations, and legal institutions) need to be conducted so that this model can be widely replicated across various educational institutions.

Based on these findings, several recommendations are proposed. First, higher education institutions should actively integrate website-based cybercounseling services into campus psychosocial support systems through regulation, counselor training, and digital infrastructure development. Collaboration among university management, the PPKS Task Force, lecturers, and student organizations is essential to ensure that such services become sustainable and gender-responsive. Second, counseling practitioners and researchers are encouraged to further develop digital-based counseling models that incorporate Islamic and cultural values, ensuring both technological relevance and spiritual sensitivity. Third, future research should conduct broader and longitudinal studies to measure the long-term effectiveness and behavioral impact of this model, as well as to explore its adaptability for different educational and community contexts.. Further research is recommended to empirically test the effectiveness of this model through quantitative methods and long-term evaluation.

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