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Original Research Article

The Effect of Peer Assisted Learning Method in Protection of Sexual, Exploitation, and Abuse Training on Changing in Perceived Behavioral Control on Undana Academicians

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Abstract: ***Introduction***: Sexual violence is a widespread problem that can occur in any setting. Protection from Sexual Exploitation and Abuse (PSEA) training was developed to improve individual's behavioral control when encountering situations related to sexual violence. This study applies PSEA training as an educational intervention using a Peer Assisted Learning (PAL) approach to enhance perceived behavioral control, defined as an individual's perception of their ability to perform a behavior. ***Aims***: This study aims to determine the effect of the PAL method in PSEA training on changes in perceived behavioral control among academicians at Universitas Nusa Cendana. ***Method***: A quasi-experimental two-group pretest–posttest design was conducted involving 78 students and staff selected through quota sampling. Participants were divided into a tutor group (n = 27) and a tutee group (n = 51). Perceived behavioral control was measured using a questionnaire based on the Theory of Planned Behavior by Fishbein and Ajzen. Data were analyzed using the Friedman test for the tutor group and paired-sample t-test for the tutee group. ***Results***: The tutor group showed a significant improvement in perceived behavioral control (p = 0.018) with a weak effect size (Kendall's W = 0.150). The tutee group demonstrated a highly significant improvement (p < 0.001) with a large effect size (Cohen's d = 0.933). ***Conclusion***: PSEA training implemented through the PAL method significantly improves perceived behavioral control among academicians at Nusa Cendana University.
Keywords: Sexual Violence, Protection from Sexual Exploitation and Abuse (PSEA), Perceived Behavioral Control, Peer Assisted Learning, University Academician.

INTRODUCTION

Sexual violence is a serious social problem and one of the most complex public health issues. United Nations Women (UN Women) has reported a significant increase in cases of violence against women in recent years. Globally, sexual violence affects approximately 736 million women. (Elindawati, 2021) According to the Academic Draft of the Bill on the Elimination of Sexual Violence issued by the National Commission on Violence Against Women, sexual violence is defined as any act that demeans, insults, attacks, and/or constitutes other actions against the body related to sexual desire, sexual arousal, and/or reproductive functions, carried out through coercion, against a person's will, and/or under conditions in which a person is unable to provide free consent due to power imbalances, gender relations, or other factors. Such acts result in or may result in suffering or harm to the victim, including physical, psychological, sexual, economic, social, cultural, and/or political harm. (MaPPIFHUI, 2019)

Sexual violence occurs in various forms, ranging from sexual harassment to rape. Sexual harassment may take place in public spaces such as shopping areas, streets, or public transportation by perpetrators unknown to the victim (stranger sexual harassment), as well as in environments where victims

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routinely engage in activities, including workplaces, offices, campuses, homes, or schools. (Rusyidi *et al*., 2019) Disturbingly, many perpetrators come from the victim's closest environment, such as relatives, neighbors, or even parents. In addition, numerous cases of sexual violence have been reported within educational settings, including schools and universities. This is particularly concerning, as these environments are expected to provide safety and comfort for learners. (Puspasari *et al*., 2022)

Negative stigma and limited guidance regarding sexual violence often disadvantage victims. Survivors are frequently viewed negatively or perceived as a source of shame by their families, leading many to remain silent and refrain from reporting incidents. However, victims of sexual violence should receive proper assistance, humane support, and greater attention following traumatic experiences. (Puspasari *et al*., 2022)

As a state governed by law, Indonesia has recorded 338,496 complaints of gender-based sexual violence against women, reflecting a 50% increase compared to 327,629 cases reported in 2021. (Faturani, 2022) According to the Integrated Service Center for the Empowerment of Women and Children (P2TP2A), between April 21, 2010 and 2021, 1,218 cases of violence against children, 840 cases of violence against women, and 290 cases handled in collaboration with the police were recorded. (Korohama *et al*., 2022) In 2020 alone, Indonesia documented 299,911 cases of sexual violence against women, with reports to the National Commission on Violence against Women increasing by 60% from 1,413 cases in 2019 to 2,389 cases in 2020. (Elindawati, 2021)

Data from 2015–2020 indicate that higher education institutions accounted for the highest proportion of sexual violence cases (27%), followed by Islamic boarding schools (19%) and senior high/vocational schools (15%). (Elindawati, 2021) The growing number of sexual violence cases has caused public concern, as such incidents may occur anytime and anywhere, including within educational institutions. (Simanjuntak & Isbah, 2022) Violence against women in educational environments must therefore be a priority concern for both the government and society, as spaces intended to be safe for learning have instead become sites of sexual violence. (Elindawati, 2021)

Studies across various countries show that sexual harassment commonly occurs in environments perceived as safe, such as schools, universities, student dormitories, and workplaces. Perpetrators are often individuals known to the victims, including peers, colleagues, staff, teachers, lecturers, or supervisors, although some cases also occur in public spaces. (Rusyidi *et al*., 2019) Given the high prevalence and diverse forms of sexual violence, appropriate preventive and protective educational interventions are urgently needed for academic communities, including students and staff, using suitable methods, media, and materials.

In this study, Protection from Sexual Exploitation and Abuse (PSEA) was selected as the educational content to enhance knowledge, awareness, and behavioral practices related to sexual violence prevention. Sexual exploitation refers to any actual or attempted abuse of power or trust for sexual purposes, including but not limited to commercial, monetary, social, or political gain from the sexual exploitation of others. Sexual abuse refers to actual or threatened physical sexual intrusion, whether by force or under unequal conditions, such as rape. Sexual Exploitation and Abuse (SEA) also includes sexual activity involving children under the age of 18. (WHO, 2020)

PSEA education can be delivered through peer-based approaches, which are widely accepted learning techniques in educational institutions. Peer-Assisted Learning (PAL) is a learning strategy in which students support one another rather than relying solely on professional instructors. PAL encourages independent learning and has been widely applied in medical education. (Akbar *et al.,* 2020)

PAL aims to maximize learning outcomes while enhancing communication and social skills. This participant-centered approach promotes cooperative learning, active participation, increased self-confidence, and familiarity with the learning environment. Through appropriate peer assistance and mentoring, PAL has proven effective in strengthening professional skills and practices among students, educators, doctors, and other professionals. (Birhan & Chekol, 2019)

Victims of sexual violence, exploitation, and harassment are often associated with decreased self-confidence. Self-confidence is a critical aspect of personality development, representing a strong belief in one's own abilities and potential. It plays a key role in shaping behavior and decision-making. Survivors of sexual violence frequently experience diminished self-confidence, which may manifest as reluctance to speak in public, hesitation in taking action, or reduced assertiveness. (Awaliyani & Ummah, 2021)

The Theory of Planned Behavior (TPB) was developed to predict and explain human behavior within specific contexts. (Nu'man & Noviati, 2021) According to Ajzen's TPB, behavior is influenced by behavioral beliefs, normative beliefs, and control beliefs. (Bosnjak *et al*., 2020) Control beliefs encompass perceived behavioral control, defined as an individual's confidence in factors that facilitate or hinder behavior. (Ajzen, 2020) Perceived behavioral control reflects one's perception of the ease or difficulty of performing a behavior and plays a crucial role in TPB as an extension of the Theory of Reasoned Action (TRA). (Fuady *et al*., 2020) Through enhanced perceived behavioral control, adolescents and

adults can strengthen their self-confidence in managing and responding to issues related to sexual violence.

Based on the high prevalence of sexual violence in Indonesia and its significant impact on self-confidence, this study aims to examine the effect of Peer-Assisted Learning–based Protection from Sexual Exploitation and Abuse (PSEA) training on changes in perceived behavioral control among the academic community of Nusa Cendana University. The scope of this study is limited to students and academic staff at Nusa Cendana University and focuses on evaluating perceived behavioral control as an outcome of a PSEA educational intervention delivered through the Peer-Assisted Learning approach. To the best of our knowledge, this is the first study conducted in Kupang City, East Nusa Tenggara, Indonesia, positioning this research as an academic-based preventive initiative against sexual violence within the university environment.

METHODS

This study was conducted from June 8 to June 27, 2023. Training for the tutor group took place at Kristal Hotel Kupang, Kupang City, East Nusa Tenggara, Indonesia, and involved members of the Sexual Violence Prevention and Response Task Force, the Health Promoting University (HPU) team, and the "Laskar Sehat" team. Meanwhile, offline training for the academic community was conducted at the auditorium of the Institute for Research and Community Service, Nusa Cendana University. Ethical approval was obtained from the Health Research Ethics Committee of the Faculty of Medicine and Veterinary Medicine, Nusa Cendana University (No. 18/UN15.16/KEPK/2023).

This study employed a quasi-experimental two-group pretest–posttest design. Three measurements were conducted for two groups: Treatment Group I and Treatment Group II. Measurement 1 was administered before both groups received any intervention. Measurement 2 was conducted after Treatment Group I received Intervention A. Measurement 3 was conducted when Treatment Group I received Intervention B and Treatment Group II received Intervention C.

The study population consisted of the academic community of Nusa Cendana University. A non-proportional cluster sampling technique based on academic units was applied. Fifteen academic units were included: the Academic and Student Affairs Bureau; General Affairs and Finance Bureau; Internal Audit Unit; Nusa Cendana University General Hospital; Institute for Research and Community Service; Institute for Educational Development and Quality Assurance; Faculty of Teacher Training and Education; Faculty of Social and Political Sciences; Faculty of Science and Engineering; Faculty of Agriculture; Faculty of Public Health; Faculty of Law; Faculty of Animal Science; Faculty of Economics and Business; and Faculty of Medicine and Veterinary Medicine.

Inclusion criteria were members of the academic community of Nusa Cendana University who were actively studying or working at the university, willing to participate, reachable during the study period, and had received an official assignment letter from their unit head. Exclusion criteria included being outside the study location during data collection or incomplete completion of the pretest questionnaire. Dropout criteria included inability to be contacted for follow-up, incomplete completion of posttest 1 and/or posttest 2, attendance of less than 50% of the training sessions, or withdrawal for any reason.

The measurement instrument used in this study was a questionnaire developed by the research team based on the Theory of Planned Behavior by Martin Fishbein and Icek Ajzen (*Predicting and Changing Behavior: The Reasoned Action Approach*). The instrument consisted of 21 items measuring perceived behavioral control related to sexual violence. Each item was scored on a 5-point Likert scale ranging from 1 (very difficult/very unsure/unlikely) to 5 (very easy/very sure/very likely), yielding a total score range of 21–105.

Validity and reliability testing was conducted from June 20 to June 24, 2023, involving 86 employees of the Kupang Health Polytechnic, Ministry of Health, and undergraduate students of Citra Bangsa University via Google Forms. Content validity was established through expert judgment. Reliability testing was performed using IBM SPSS Statistics version 25, yielding a Cronbach's alpha (α) of 0.924 ($\alpha > 0.60$). Corrected item–total Pearson correlation coefficients ranged from 0.514 to 0.726, indicating that all 21 items were valid and reliable for use in this study.

Data analysis was performed using IBM SPSS Statistics software. Prior to inferential analysis, data normality was assessed. Due to non-normal distribution, changes in perceived behavioral control within the tutor group were analyzed using the Friedman test. In contrast, data from the tutee group were normally distributed; therefore, a paired-sample t-test was applied to evaluate pretest–posttest differences. Statistical significance was set at $p < 0.05$.

The study began with coordination among the Sexual Violence Prevention and Response Task Force, the HPU team, and the "Laskar Sehat" team as tutors, followed by informed consent and pretest administration (Measurement 1). Training of Trainers (ToT) for the tutor group was conducted from June 8 to June 10, 2023, in Kupang City by expert facilitators for Treatment Group I, consisting of 29 participants.

On the first day of PSEA training, the tutor group received six sessions covering: the concept and

implementation of sexual violence prevention and response based on the Regulation of the Minister of Education, Culture, Research, and Technology No. 30 of 2021; the basic concepts of PSEA, its six core principles, and code of conduct; fundamental gender concepts and their relation to protection from sexual violence; the role of the Sexual Violence Prevention and Response Task Force of Nusa Cendana University and the institutional framework; and the university's response to the prevention and handling of sexual exploitation and abuse.

On the second day, tutors received four sessions on individual- and community-based complaint mechanisms, actions to address concerns arising from sexual violence and harassment, survivor-centered approaches, and Psychological First Aid (PFA). Participants were then divided into small groups of five to six individuals to conduct PFA role-play activities.

On the third day, tutors were divided into small groups consisting of students and educational staff to conduct microteaching sessions. Each group selected one topic from the materials provided and independently developed creative learning strategies using various instructional media to obtain feedback on the delivered content.

After completing the Training of Trainers, Treatment Group I completed posttest 1 (Measurement 2). Subsequently, the tutor group served as peer educators delivering PSEA training to members of the academic community who comprised Treatment Group II (tutee group).

Invitation letters for PSEA training were distributed to all academic units at Nusa Cendana University, resulting in 88 registrants through an online registration form. Treatment Group II participants were then contacted via WhatsApp group chats to confirm their participation in the PSEA training conducted on June 26–27, 2023, with students attending on the first day and employees on the second day.

The intervention for Treatment Group II was conducted at the auditorium of the Institute for Research and Community Service, Nusa Cendana University. On the first day, 37 students participated in the training, beginning with pretest administration (Measurement 1). Tutors delivered sessions on the basic concepts of sexual violence prevention and response, gender concepts, Psychological First Aid, and reporting mechanisms, complemented by role-play activities for PFA.

On the second day, the PSEA training for employees was attended by 19 participants and similarly began with pretest administration. The same materials and learning methods were applied. In total, 56 participants attended the PSEA training delivered by the tutor group to the tutee group. Following completion of the PSEA training, both Treatment Group I and Treatment Group II underwent Measurement 3. Complete questionnaire data across all three measurements were obtained from 29 tutors and 51 tutees.

RESULTS
Characteristics of Respondents
Based on the collected data, Treatment Group I consisted of 27 respondents, including 12 staff members and 15 students. The group comprised 19 females (70.37%) and 8 males (29.63%). Participants who served as tutors included 12 members of the Sexual Violence Prevention and Response Task Force, 8 members of the "Laskar Sehat" team, 3 members of the Health Promoting University (HPU) team, 2 members of the MCC team, and 2 organizing committee members representing various academic units at Nusa Cendana University, namely the Institute for Research and Community Service, the Faculty of Teacher Training and Education, the Faculty of Science and Engineering, the Faculty of Public Health, the Faculty of Law, and the Faculty of Medicine and Veterinary Medicine.

The characteristics of respondents in Treatment Group II, who acted as tutees, indicated a predominance of female participants, with 47 females (92.16%) and 4 males (7.84%). This group consisted of 37 students (72.55%) and 14 staff members (27.45%), with the majority of respondents originating from the Faculty of Public Health (n = 24; 49.03%).

Table 1: Characteristics of Respondents

Characteristic	Treatment Group I		Treatment Group II	
	Frequency N = 27	Percentage (%)	Frequency N = 51	Percentage (%)
Gender				
Male	8	29,63	4	7,843
Female	19	70,37	47	92,157
Pekerjaan				
Students	15	55,56	37	72,549
Staff members	12	44,44	14	27,451
Faculty of origin				
Faculty of Medicine and Veterinary Medicine	3	11,111	3	5,882
Faculty of Public Health	18	66,667	24	47,059

Characteristic	Treatment Group I		Treatment Group II	
	Frequency N = 27	Percentage (%)	Frequency N = 51	Percentage (%)
FISIP	0	0,00	5	9,804
Faculty of Law	3	11,111	4	7,843
Faculty of Teacher Training and Education	0	0,00	6	11,765
Faculty of Science and Engineering	1	3,704	1	1,961
Faculty of Economics and Business	0	0,00	2	3,922
Faculty of Agriculture	0	0,00	3	5,882
Faculty of Animal Science	0	0,00	1	1,961
Nusa Cendana University General Hospital	0	0,00	2	3,922
Institute for Research and Community Service	2	7,407	0	0,00

Descriptive Analysis

Descriptive analysis was conducted to describe the level of perceived behavioral control among the academic community of Nusa Cendana University before and after the implementation of the Peer-Assisted Learning method in Protection from Sexual Exploitation and Abuse (PSEA) training. The results of the descriptive analysis are presented below.
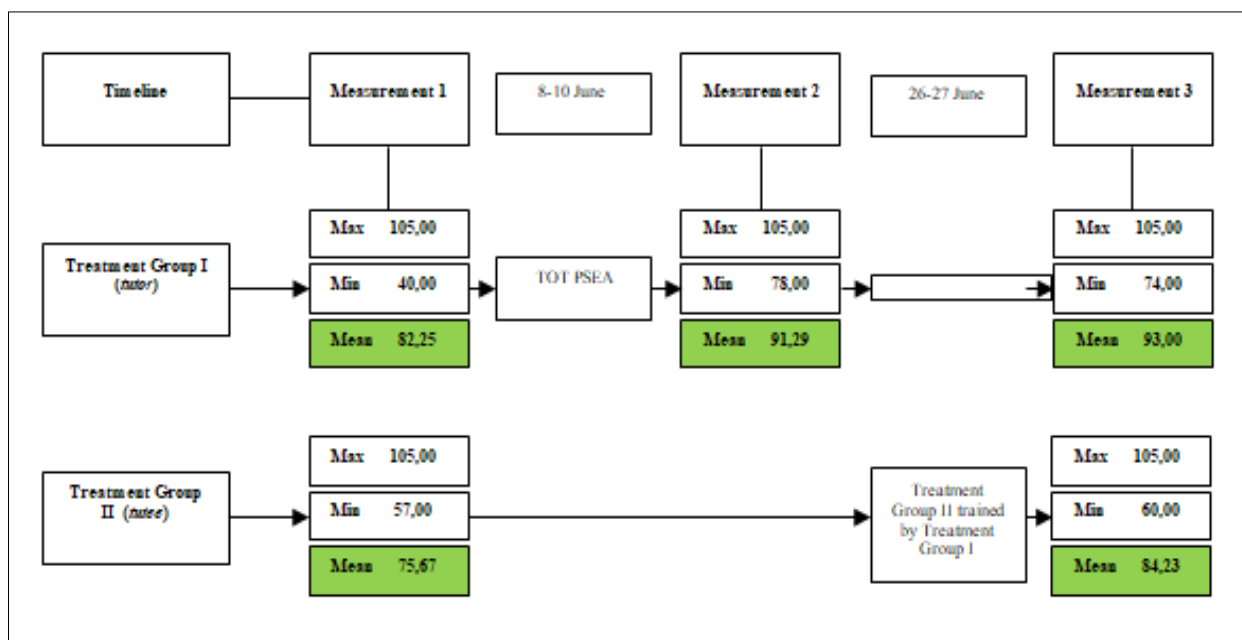

Figure 1 : Distribution of Perceived Behavioral Control Scores at Each Measurement

The findings illustrated in Figure 1 present the distribution of perceived behavioral control scores, including the mean, minimum, and maximum values across Measurements 1 to 3. At Measurement 1, the mean perceived behavioral control score for Treatment Group I was 82.25, while the mean score for Treatment Group II (tutee group) was 75.67. At this stage, neither group had received any intervention.

Following Measurement 1, the tutor group underwent Training of Trainers (ToT) conducted by expert facilitators. Subsequently, Measurement 2 was administered to Treatment Group I to assess changes following the training. The results demonstrated an increase in the mean perceived behavioral control score among tutors after receiving the ToT, with the mean score rising to 91.25 and a maximum score of 105.00, which represents the highest possible score on the questionnaire.

After Measurement 2, an intervention in the form of Protection from Sexual Exploitation and Abuse (PSEA) training using the Peer-Assisted Learning method was implemented. This intervention was expected to influence changes in scores and mean values for both the tutor group (who delivered the training) and the tutee group (who received the training) at Measurement 3. The results of Measurement 3 demonstrated an increase in mean perceived behavioral control scores in both treatment groups. In Treatment Group I (tutor), the mean score increased to 93.00, while the mean score in Treatment Group II (tutee) also increased to 84.23. The highest score observed in both groups was 105.00.
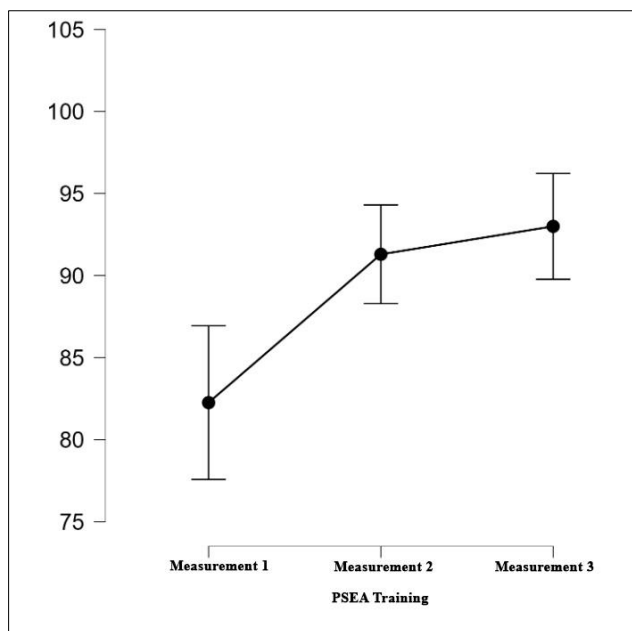
Figure 2: Comparison of Perceived Behavioral Control Score Distributions in the Tutor Group

Figure 2 shows a significant difference between Measurement 1 and Measurement 3 in the tutor group. This finding can be attributed to the fact that the tutor group experienced two sequential interventions: first, receiving training from expert facilitators, which resulted in an improvement at Measurement 2, and second, delivering training using the Peer-Assisted Learning method to Treatment Group II, which led to a further increase at Measurement 3.
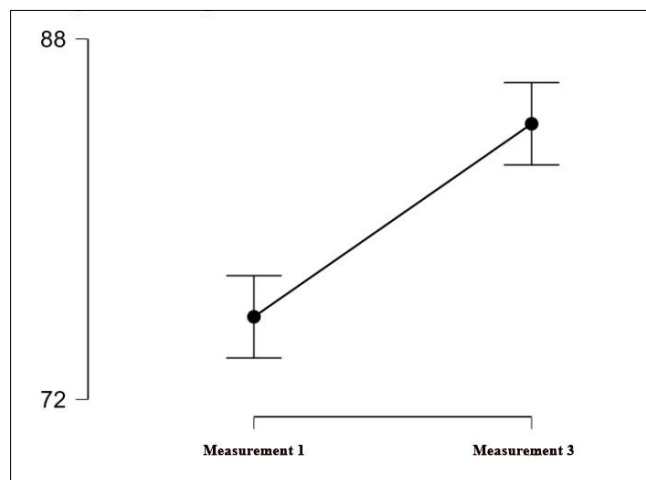

Figure 3: Comparison of Perceived Behavioral Control Score Distributions in the Tutee Group

Unlike the tutor group, which received two stages of intervention (being trained and then training others), Treatment Group II (tutee) received training only after Measurement 2. Based on Figure 3, following the PSEA training delivered by the tutor group, a significant improvement was observed in the tutee group between Measurement 1 and Measurement 3.

Data Analysis

Data analysis was conducted using bivariate analysis to examine the effect of the independent variable—Peer-Assisted Learning (PAL) method in Protection from Sexual Exploitation and Abuse (PSEA) training—on the dependent variable, namely perceived behavioral control, in both the tutor and tutee groups. Prior to inferential analysis, a normality test was performed to determine whether the data were normally distributed. Statistical normality was assessed using the Shapiro–Wilk test.

The Shapiro–Wilk normality test for the tutor group indicated that the data were not normally distributed in one of the measurements, specifically Measurement 1, with a statistically significant p-value ($p < 0.05$; $p = 0.015$). In contrast, data from Measurements 2 and 3 were normally distributed, as indicated by non-significant p-values ($p > 0.05$).

Table 2: Normality Test Results for the Tutor Group

	Measurement 1	Measurement 2	Measurement 3
P-value of Shapiro-WIlk	0.015	0.803	0.073

Because at least one measurement in the tutor group did not meet the assumption of normality, a nonparametric Friedman test was applied to examine the effect of the PAL method in PSEA training on changes in perceived behavioral control for implementing PSEA among the academic community of Nusa Cendana University.

Table 3: Friedman Test Results for the Tutor Group

Tutor Group	Mean of Measurement			P value	Kendall's W	Level of significant
	Pretest	*Posttest* 1	*Posttest* 2			
n = 27	82,25	91,29	93,00	0.018	0.150	0,05

The Friedman test results presented in Table 3 revealed a statistically significant effect (p = 0.018; p < 0.05), indicating that the alternative hypothesis (H1) was accepted. The effect size, measured using Kendall's W, was 0.150, which indicates a weak level of agreement. To further examine differences among Measurement 1, Measurement 2, and Measurement 3, post hoc comparisons were conducted.

Table 4 : Tutor Data Analysis Using Posthoc Comparisons

		Mean Difference	t	p_{holm}
Measurement 1	Measurement 2	9.037	3.540	0.002 **
	Measurement 3	10.741	4.207	<.001 ***
Measurement 2	Measurement 3	1.704	0.667	0.507

** p < .01, *** p < .001

As shown in Table 4, significant differences were observed between Measurement 1 and Measurement 2 (p = 0.002), with a mean difference of 9.037. Additionally, a significant difference was found between Measurement 1 and Measurement 3 (p < 0.001), with a mean difference of 10.741.

For the tutee group, a Shapiro–Wilk normality test was also performed prior to data analysis. The results indicated that the data were normally distributed, as demonstrated by non-significant p-values (p > 0.05). Therefore, a paired-sample t-test was employed to assess differences in mean perceived behavioral control scores between Measurement 1 and Measurement 3 following PSEA training using the PAL method.

Table 5: Normality Test Results for the Tutor Group

Shapiro-Wilk Test	Measurement 1	Measurement 3
P value	0.399	0.579

The paired-sample t-test results demonstrated a highly significant difference (p < 0.001), indicating a statistically significant effect of the PAL-based PSEA training on perceived behavioral control in the tutee group. The effect size, calculated using Cohen's d, was 0.933, which is categorized as large. Accordingly, the alternative hypothesis (H1) was accepted, confirming that the Peer-Assisted Learning method in PSEA training significantly influenced changes in perceived behavioral control among the academic community of Nusa Cendana University.

Table 6: Paired Sample T-Test Results for the Tutee Group

Tutee Group N=51		t	p	Cohen's d
Measurement 1	Measurement 3	6.664	<.001	0.933

DISCUSSION

The general objective of this study was to determine the effect of the Peer-Assisted Learning (PAL) method in Protection from Sexual Exploitation and Abuse (PSEA) training on changes in perceived behavioral control among the academic community of Nusa Cendana University in implementing PSEA principles. Based on this general objective, the study was further divided into several specific objectives, namely to measure perceived behavioral control scores in both the tutor and tutee groups before and after the intervention, and to compare the levels of perceived behavioral control before and after the intervention in both groups.

The first intervention group (tutor group) consisted of members of the academic community who were part of the Sexual Violence Prevention and Response Task Force (Satgas PPKS), the Health Promoting University (HPU) team, and the "Laskar Sehat" team. This group was responsible for training the second intervention group (tutee group) using the Peer-Assisted Learning method after receiving prior training from experts. The results showed that the baseline mean perceived behavioral control score of the tutor group before training (Measurement 1) was 82.25. After receiving PSEA training and being assessed using a questionnaire based on the Theory of Planned Behavior by Martin Fishbein and Icek Ajzen (40,41), the mean score increased to 91.29 (Measurement 2). Following the second training phase, in which tutors delivered the material to the tutee group, the mean score further increased to 93.00 (Measurement 3).

The second intervention group (tutee group) consisted of members of the academic community from various units within Nusa Cendana University who were trained by the tutor group. The baseline mean perceived behavioral control score of the tutee group was 75.67, which increased to 84.23 after receiving PAL-based PSEA training. These findings indicate a positive effect and an improvement in perceived behavioral control in both tutor and tutee groups.

Statistical analysis of Measurements 1–3 in the tutor group showed a significant result ($p = 0.018$), indicating a statistically significant increase in perceived behavioral control. A significant improvement was observed between Measurement 1 and Measurement 2 ($p = 0.002**$, mean difference = 9.037). Although the increase between Measurement 2 and Measurement 3 was not statistically significant ($p = 0.507$), a highly significant improvement was observed between Measurement 1 and Measurement 3 ($p < 0.001***$). This finding may be attributed to the dual role of the tutor group, who received direct training from experts and subsequently trained others, resulting in cumulative improvement.

In the tutee group, a significant increase in perceived behavioral control was observed between Measurement 1 and Measurement 3, with the mean score rising from 75.67 to 84.23 ($p < 0.001$; mean difference = 6.664). A total of 27 respondents in the tutor group and 51 respondents in the tutee group met the inclusion criteria and completed all measurements. Nonparametric analysis using the Friedman test in the tutor group demonstrated a significant effect of PSEA training with PAL ($p = 0.018$), while paired-sample t-test analysis in the tutee group also showed a significant effect ($p < 0.001$).

Statistical power analysis using G*Power revealed high power values for both groups (tutor group = 0.9979; tutee group = 0.9975), indicating a strong likelihood that the results were free from statistical error. Overall, these findings support the acceptance of Hypothesis 1 (H1), demonstrating that the Peer-Assisted Learning method in PSEA training leads to significant changes in perceived behavioral control among the academic community of Nusa Cendana University in implementing PSEA principles.

Based on a previous study entitled *"Effect of Peer-Assisted Learning on Enhancing Clinical Research Skills Among Medical Students: Students' and Tutors' Perceptions"*, tutors' perspectives on their Peer-Assisted Learning (PAL) experience revealed that 94.7% reported having the opportunity to consolidate their own level of knowledge. Furthermore, 92.1% stated that serving as peer tutors enhanced their self-confidence in teaching and presentation skills, while 84.2% reported gaining a better understanding of teamwork and team roles. Interestingly, 65.5% of tutors perceived peer teaching as a positive idea. The most frequently reported advantage of the PAL experience from the tutors' perspective (44.7%) was the improvement of communication skills. (Jawhari *et al*., 2021)

In the present study, the Peer-Assisted Learning method applied in Protection from Sexual Exploitation and Abuse (PSEA) training was implemented effectively. The tutor group, consisting of members of the academic community (both students and staff), first received Training of Trainers (ToT) from experts. Subsequently, using the PAL method, the tutors delivered the summarized training materials to the tutee group, which also consisted of students and staff. Learning through the PAL method provides opportunities for leadership training, mentoring, skill development, increased self-confidence, intrinsic motivation, and enhanced learning interest for both tutor and tutee groups. (Burgess *et al.,* 2014)

One factor influencing the increase in perceived behavioral control scores in both groups is the use of learning media. Learning media are defined as any tools used to convey messages from the sender to the receiver in a way that stimulates learners' thoughts, feelings, attention, and interest, thereby facilitating the learning process. Initially, learning media were considered merely as teaching aids. The visual aids used—such as images, models, objects, and other concrete tools—can provide direct learning experiences, enhance learning motivation, and improve information absorption and retention among learners. (Sari, 2019)

This finding is supported by a study conducted by Harvianto (2021), which showed that pretest results indicated relatively low learning outcomes among students. However, after the implementation of interactive learning media, students' learning outcomes significantly improved. This demonstrates that the use of interactive learning media as an intervention to enhance learning outcomes was successful. These findings

suggest that interactive learning media can be effectively utilized by educators to achieve learning objectives, indicating that learning outcomes are influenced by the type of media used in the learning process. (Harvianto, 2021)

According to Sudjana and Rivai, as cited in Djamarah and Zaid, criteria for selecting learning media include alignment with learning objectives, support for instructional content, ease of access, teachers' skills in using the media, sufficient time availability, and suitability with learners' cognitive levels. Mahnun further emphasized that the effectiveness of learning media in improving learning quality depends on the teacher's ability to select appropriate media. (Sari, 2019) Nevertheless, the PAL method also has potential drawbacks that should be considered, such as mismatched learning styles, lack of trust in tutors' abilities, passive participation during learning, and issues related to intrinsic motivation (learning driven without external rewards) versus extrinsic motivation (learning driven by rewards). (Nshimiyimana & Cartledge, 2020)

The observed increase in perceived behavioral control scores indicates that the learning experiences and training materials provided during the PSEA program can positively influence participants' attitudes toward addressing sexual violence in their environment. According to Saputra (2019), perceived behavioral control refers to the extent to which individuals perceive that they have control over a behavior, as well as the level of confidence they possess in their ability to perform that behavior effectively, which together shape their willingness and readiness to take action. (Saputra, 2019)

These findings suggest that through PSEA training, members of the academic community gain greater behavioral control regarding issues related to sexual violence and feel more capable of engaging in prevention and response efforts, particularly within the campus environment of Nusa Cendana University.

CONCLUSION

Based on the study results, the mean *perceived behavioral control* scores of the academic community at Nusa Cendana University prior to the intervention were at a moderate level, with mean scores of 82.25 in the tutor group and 75.67 in the tutee group. Following the implementation of Protection from Sexual Exploitation and Abuse (PSEA) training using the *Peer-Assisted Learning* method, an increase in mean scores was observed in both groups. In the tutor group, the mean scores increased to 91.29 at measurement 2 and 93.00 at measurement 3, while in the tutee group the mean score increased to 84.23 at measurement 3. Statistical analysis demonstrated that these increases were significant, with a p-value of 0.018 ($\alpha < 0.05$) for the tutor group and p < 0.001 ($\alpha < 0.05$) for the tutee group. These findings indicate that the *Peer-Assisted Learning* method in PSEA training has a significant effect on improving the *perceived behavioral control* of the academic community at Nusa Cendana University in implementing PSEA principles.

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