

Empowering Students to Prevent Sexual Harassment: The Impact of Contextual Teaching on Assertiveness through Sumbang Duo Baleh Information Services

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Abstract

The increasing cases of sexual harassment, particularly among teenagers, have become a critical issue that requires immediate attention. One preventive effort is enhancing assertiveness skills, which can be improved through informational services provided by guidance and counseling teachers. This study aims to examine the effectiveness of informational services based on *sumbang duo baleh* using a contextual learning approach to enhance students' assertive behavior in preventing sexual harassment. The research employs a quantitative approach with a quasi-experimental method and a time-series design. The sample was randomly selected, involving one class as the experimental group, consisting of 29 female students of Minangkabau ethnicity. Data were collected using a scale measuring students' assertive behavior in preventing sexual harassment, administered as a pretest and posttest. The results show that informational services based on *sumbang duo baleh* with a contextual learning approach are moderately effective in improving students' assertive behavior, with an N-Gain score of 54.5% (0.5450). The percentage of students' assertive behavior increased by 12.89%, from 59.54% in the pretest to 76.61% in the posttest. Furthermore, the average score improved from 111.75 in the pretest to 176.2 in the posttest. These findings indicate that informational services based on *sumbang duo baleh* can serve as an effective approach to enhancing students' assertiveness as a preventive measure against sexual harassment.

Keywords: Information services, *sumbang duo baleh*, contextual learning, assertiveness, sexual harassment.

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Introduction

Sexual harassment among adolescents is defined as unwanted sexual behavior, both physical and non-physical, targeting a person's sexual or gender aspects (Bonsaksen et al., 2024). This behavior includes verbal actions (e.g., sexual comments), non-verbal actions (e.g., sexual gestures), and physical actions (e.g., unwanted touching) (Mallista et al., 2020). Other studies indicate that such harassment can occur in direct (face-to-face) environments or online, with high prevalence particularly among adolescent girls (Mitchell et al., 2014; Brown & Biefeld, 2023).

Sexual harassment has significant psychological impacts, including depression, anxiety, decreased self-esteem, and reluctance to attend school (Reed et al., 2023). Victims are also at higher risk of substance abuse, self-harming behaviors, and suicidal ideation (Bucchianeri et al., 2014). Longitudinal

studies reveal that experiences of harassment can trigger long-term trauma, affecting victims' social relationships and academic achievements (Rinehart et al., 2020).

Several factors contribute to sexual harassment among adolescents, including permissive social environments toward such behaviors, low parental involvement in adolescents' personal lives, and peer pressure (Burn, 2018; Choirunnisa et al., 2020). Additional factors such as early sexual development in adolescent girls and gender inequality also increase the risk of victimization (Goldstein et al., 2007). Other studies highlight that adolescents from low socioeconomic status families are at greater risk of experiencing sexual harassment (Kaltiala-Heino et al., 2016).

Preventive strategies include education emphasizing respect for personal rights and boundaries, both at school and home (Turner et al., 2023). Strong social support from family and peers has been shown to protect adolescents from sexual harassment (Mitchell et al., 2014). Furthermore, strict school policies against sexual harassment, including anonymous reporting systems and sanctions, can help create a safer environment for adolescents (Peter et al., 2016).

Sexual coercion and assault against women remain serious issues that require effective intervention. In most cases, such coercion and assaults are perpetrated by close acquaintances such as friends, relatives, or partners, with only a small proportion committed by strangers (Rinehart et al., 2020). The ability to display assertive behavior is crucial in protecting women from sexual harassment (Alberti & Emmons, 2017).

Accurate statistics on sexual harassment and all forms of sexual violence are often difficult to obtain (Dahlqvist et al., 2016). The primary reason for this is that most victims of sexual violence choose not to report their experiences (Goldstein et al., 2007). Several factors contribute to this underreporting, including feelings of shame, fear of victim-blaming, concerns about retaliation from the perpetrator, and apprehension about how their families might react (Gruber & Fineran, 2008). According to global data on rape by country, approximately 35% of women worldwide have experienced sexual harassment (World Population Review, 2023).

Sexual harassment occurs widely in society, including among students, particularly those in adolescence. Adolescents are among the most targeted age groups for sexual harassment compared to other age groups. According to data from the Ministry of Women's Empowerment and Child Protection, there were 11,326 cases of sexual violence reported in 2023 among individuals aged 13–17, with high school students (SLTA level) accounting for the majority of cases, totaling 9,612 (SIMFONI PPA, 2023).

Efforts to prevent sexual harassment include increasing awareness about different forms of harassment and appropriate responses, promoting gender equality, self-control, support for victims, religiosity, strengthening law enforcement, and enhancing assertiveness (Saifuddin, 2021). Research suggests that assertiveness training, particularly in interactions with the opposite gender, can be a key factor in preventing sexual harassment (Greene & Navarro, 1998). Additionally, communication strategies, including assertive responses, are crucial for combating sexual harassment (Chang et al., 2021).

Assertiveness is defined as the direct communication of one's needs, desires, and opinions without punishing, threatening, or undermining others. It also involves defending one's legitimate rights without violating others' rights or being overly fearful in the process. Assertiveness emphasizes an individual's ability to express feelings and opinions appropriately (Cabras et al., 2022). Assertiveness

is particularly important for individuals in their growth and development stages, as this period significantly shapes their future. Threats during this developmental phase, such as sexual harassment, underline the critical need for assertiveness. Unfortunately, incidents of sexual harassment have persisted over time, with most occurring among individuals under 18 or those still in school (Pellegrini, 2002). When adolescents encounter harassment, they often respond by complaining or remaining silent (Hurlock, 2022).

If children or adolescents who experience sexual harassment only grumble or remain silent, it creates an opportunity for perpetrators to repeat their actions. Victims often find themselves unable to express their feelings or articulate what needs to be said (Tjaden & Thoennes, 2006). A lack of assertiveness is one of the factors that increases the likelihood of women becoming victims of sexual harassment. Enhancing assertiveness is, therefore, a vital strategy to prevent or reduce the risk of becoming a victim of sexual harassment (Morgan & Long, 2018).

Cultural factors significantly influence assertiveness, with variations shaped by the values upheld in each culture, which also affect gender roles (Fajri et al., 2019). For instance, in many Asian and Middle Eastern cultures, group affiliation (ethnic group, religion, race, or social class) is valued over individuality. Politeness is a core virtue, and communication tends to be indirect to avoid confrontation or offending others. Conversely, the United States and European cultures emphasize a more direct, informal, and assertive communication style. Although it is nearly impossible to consider all cultural variables when assessing assertiveness in specific situations, cultural diversity should be included as part of the evaluative framework (Alberti & Emmons, 2017). Each culture possesses unique communication styles and life philosophies that influence how problems—both personal and group-related—are resolved (Wisma et al., 2018).

The Minangkabau culture in West Sumatra, Indonesia, is rooted in the philosophy of *Adat Basandi Syara', Syara' Basandi Kitabullah* (ABS-SBK), which aligns customary law with Islamic principles. This philosophy is embodied in the *adat* (customary) rules of each *nagari* (village or community) and reflects the region's rich history, language, arts, traditional villages, rituals, ceremonies, cultural sites, and local wisdom, all of which emphasize religiosity and high moral standards (Indonesian Law No. 17 of 2022 on West Sumatra Province). The ABS-SBK philosophy stems from Minangkabau customs and Islam, forming an inseparable foundation for life, regulating thought (*pareso*), emotion (*raso*), and behavior (Ratmil, 2023).

One core aspect of Minangkabau customs is the avoidance of *sumbang duo baleh*, a set of twelve behaviors considered inappropriate or against traditional norms, particularly those related to modesty for Minangkabau women (Hakimy, 2022). These prohibitions serve as behavioral guidelines that promote integration within social environments. However, research by Morelent et al. (2022) highlights a lack of understanding among female students regarding *sumbang duo baleh* as a behavioral prohibition. One way to introduce and instill these cultural values, including *sumbang duo baleh*, is through education, particularly within the teaching and learning process at schools.

Counseling and guidance services, essential units in schools, play an active role in developing students' potential and assisting them in achieving developmental tasks. Prayitno & Amti (2013) state that counseling and guidance aim to help students individually or in groups to become independent and optimally developed in personal, social, academic, and career aspects through various services and support activities based on applicable norms. From this definition, it can be inferred that counseling and guidance services are dynamic and adaptable to prevailing norms—not only universal and national norms but also local cultural norms. Achieving optimal self-development

for students requires contributions from multiple parties, including school counselors, who have a duty to enhance students' self-awareness (Ummah et al., 2013).

One key function of counseling services is prevention. Nasution & Abdillah (2019) explain that the preventive function involves anticipating potential problems and working to prevent them so that they do not affect the counselee. Through this function, counselors can guide students on how to avoid harmful behaviors or activities, providing them with as much knowledge and skill as possible.

Information services aim to address individuals' lack of necessary information. These services equip students with knowledge and understanding about their environment and their development process (Tohirin, 2013). Information services provide useful and needed information to help individuals plan and make decisions more effectively (Syukur et al., 2019). By offering such services, schools can ensure that students are better prepared to navigate challenges, including understanding and adhering to cultural norms like *sumbang duo baleh* to avoid inappropriate behaviors and promote assertiveness in social interactions.

There are various approaches to delivering information services, one of which is using contextual teaching and learning. Contextual teaching and learning (CTL) is a brain-compatible teaching system that creates meaning by connecting academic content with the students' daily life contexts. The content must be learned within a context. "Context" here refers to the culture and environment where individuals interact in their daily lives. It also includes subconscious assumptions absorbed during growth, deeply held beliefs formed through interactions with the environment, and worldviews that shape an individual's reality (Johnson, 2002).

Contextual teaching and learning can be adapted to implement information services addressing the lack of information among high school students about sexual harassment and its consequences. Compared to conventional approaches, CTL offers several advantages. It is one approach capable of creating a lively classroom environment, enabling students to gain genuine information (Firman & Syahnar, 2020).

The *Sumbang Duo Baleh* information service is an approach rooted in the local wisdom of West Sumatra, specifically the Minangkabau culture. It incorporates the values of *Sumbang Duo Baleh*, a set of behavioral prohibitions or inappropriate actions that Minangkabau women are discouraged from engaging in. This service uses a contextual teaching approach, where the *Sumbang Duo Baleh* values serve as guidelines, norms, and boundaries for Minangkabau women to avoid sexual harassment by adopting assertive behavior.

Numerous studies provide a strong foundation for this research. Firman & Syahnar (2020) demonstrated that information services using contextual teaching effectively improved students' knowledge and attitudes toward preventing sexual harassment among high school students. Cabras et al. (2022) emphasized the importance of educational programs in enhancing female students' assertive responses to sexual harassment in academic settings. Mohamed & Hussein (2017) revealed that school-based prevention programs improved female students' knowledge, assertive behaviors, and self-protection skills against sexual harassment. Similarly, De Lijster et al. (2014) found that interactive drama-based programs positively influenced social norms and students' confidence in rejecting sexual harassment. Chang et al. (2021) further supported these findings by showing that interactive multimedia e-books effectively enhanced nursing students' knowledge, prevention strategies, and coping abilities in dealing with sexual harassment. These references highlight the

effectiveness of various forms of contextual educational approaches in preventing sexual harassment and provide substantial support for this study.

This study addresses a gap in knowledge regarding the effectiveness of contextual teaching integrated with local cultural values, such as *Sumbang Duo Baleh*, in improving the assertiveness of Minangkabau female students in preventing sexual harassment. While previous studies indicate that contextual teaching can help students develop social skills and the courage to reject undesirable situations—as seen in experiential assertiveness training programs for female students to prevent gender-based violence—this research is unique. It links these teaching strategies with Minangkabau cultural norms, a relatively unexplored area. This connection provides a novel framework for understanding how local cultural values can support more effective and contextually relevant assertiveness training. The objective of this study is to examine and analyze the effectiveness of the *Sumbang Duo Baleh* information service using contextual teaching in enhancing the assertiveness of Minangkabau female students to prevent sexual harassment.

Method

Design

This study utilized an experimental approach with a time-series design. The one-group time-series design involves repeated measurements on a single group and the introduction of an experimental treatment within the timeline of these measurements (Ary, Jacobs, & Sorensen, 2010). In this study, the experimental group underwent nine measurements over a nine-week period, with weekly intervals.

Subjects

Subject selection was conducted by screening 254 female high school students to assess their assertive behavior in preventing sexual harassment. The screening results identified 40 students categorized as having low assertiveness in preventing sexual harassment (scores ranging from 83 to 119). From this group, 29 students were randomly selected to receive the intervention. Informed consent was obtained from all participants before they voluntarily participated in the study.

Procedure

Prior to the intervention, four pre-tests were conducted at weekly intervals to observe the stability and consistency of the students' behavior without intervention. Following the pre-tests, the intervention was administered over five sessions, each lasting one hour, conducted once a week. The intervention concluded with five post-tests, resulting in a total of nine weeks for the experimental process—four weeks of pre-tests, one week for intervention and four weeks of post-tests.

The intervention involved providing *Sumbang Duo Baleh* information services through contextual teaching to enhance assertive behavior in preventing sexual harassment. The intervention was delivered by an expert in guidance and counseling holding a master's degree. The study was conducted from July 15, 2024, to August 30, 2024.

Intervention Material

The intervention material covered specific aspects of *Sumbang Duo Baleh* and its application in fostering assertive behavior to prevent sexual harassment. The details of the intervention sessions are summarized in [Table 1](#).

Table 1

Content of Information Service Material on Sumbang Duo Baleh through Contextual Learning

No	Stages of Information Service	Teacher's Activities	Students' Activities
1	Initial Stage/Introduction		
	Statement of Objectives	<ul style="list-style-type: none"> * Opening with greetings and prayers. * Building rapport with students (attendance, asking about their well-being, previous lessons, ice-breaking activities). * Explaining the objectives of the information service in line with the material to be discussed. 	<ul style="list-style-type: none"> * Responding to greetings and praying. * Listening to the teacher take attendance and participating in the ice-breaking activities. * Listening to the teacher explain the objectives of the information service and the related material.
	Explanation of Activities	<ul style="list-style-type: none"> * Explaining the steps of the activities to be conducted. * Establishing a service agreement with students during the activity. 	<ul style="list-style-type: none"> * Paying attention to the explanation of the activity steps provided by the teacher. * Agreeing to and adhering to the service agreement.
	Directing the Activities	<ul style="list-style-type: none"> * Introducing the topic to be discussed in the service 	<ul style="list-style-type: none"> * Listening to the teacher's introduction to the topic to be discussed.
	Transition Stage	<ul style="list-style-type: none"> * Asking about students' readiness to engage in the activities and transitioning to the main stage. 	<ul style="list-style-type: none"> * Preparing to participate in the information service activities.
2	Main Stage		
	Constructivism	<ul style="list-style-type: none"> * Asking students' initial understanding of <i>Sumbang Duo Baleh</i> and assertiveness. * Facilitating students in building concepts from their experiences. 	<ul style="list-style-type: none"> * Sharing their initial understanding of <i>Sumbang Duo Baleh</i> and assertiveness. * Relating personal experiences to the concepts being discussed.
	Inquiry	<ul style="list-style-type: none"> * Presenting problems or situations for analysis. 	<ul style="list-style-type: none"> * Asking questions, formulating hypotheses, and seeking additional information.

No	Stages of Information Service	Teacher's Activities	Students' Activities
	Questioning	* Asking students' opinions about the discussed material.	* Answering questions and asking about unclear points.
	Learning Community	<ul style="list-style-type: none"> * Dividing students into groups for discussion. * Asking each group to discuss the given case. * Assisting groups during discussions. * Asking each group to present their discussion results in a class forum. 	<ul style="list-style-type: none"> * Collaborating in groups, analyzing cases, sharing experiences, and perspectives. * Presenting the discussion outcomes in the class forum.
	Modeling	* Demonstrating assertive behavior aligned with <i>Sumbang Duo Baleh</i> norms.	* Observing and imitating the modeled behavior, practicing through simulation or role-playing activities.
3	Closing Stage		
	Reflection	* Encouraging students to reflect on their learning.	* Writing personal reflections and creating an action plan.
	Authentic Assessment	* Conducting assessments through simulations and case study tasks.	* Participating in simulations and presenting outcomes.

Outcome

The instrument used in this study was a scale designed to measure assertive behavior in preventing sexual harassment. This instrument was developed based on the theory of Alberti and Emmons (2017). It consisted of statements aimed at assessing assertive behavior in the context of preventing sexual harassment. The development process involved creating a framework for the variable, which was then broken down into indicators and subsequently into measurable aspects. These aspects were further detailed into specific statements within the instrument. The steps undertaken were as follows:

- (1) Developing an instrument framework based on theoretical constructs for each variable.
- (2) Creating indicators for each variable.
- (3) Formulating statements aligned with the indicators. A rational analysis was conducted to evaluate the alignment of each item with the variable indicators and the accuracy of the items. This assessment was carried out by three experts holding doctoral degrees in guidance and counseling. Internal consistency reliability analysis was used, resulting in a Cronbach's alpha coefficient of 0.906, indicating high reliability.

Data Analysis

Data analysis in this study employed the Friedman test to assess changes over time and the N-Gain Score test to evaluate the effectiveness of the intervention. The data were processed and analyzed using SPSS Version 25.00.

Results

Table 2 presents the pre-test data conducted over 4 weeks before the intervention. Based on Table 2, it is evident that the data obtained from pre-test 1, pre-test 2, pre-test 3, and pre-test 4 are stable and consistent, indicating no changes in assertive behavior without intervention. This stability provides the optimal condition for implementing the intervention.

From the table, it can be observed that before the delivery of the *Sumbang Duo Baleh* information service using contextual learning, students' assertiveness in preventing sexual harassment scored a total of 3241 with an average of 111.75, categorized as low. From the pre-test results on students' assertiveness in preventing sexual harassment among the 29 students participating in the study, 4 students were categorized as high, 6 students as moderate, and 19 students as low.

Table 2
Frequency of Students' Assertiveness Pretest in Preventing Sexual Harassment

Categories	Interval	Pre-Test 1		Pre-Test 2		Pre-test 3		Pre-Test 4	
		F	%	f	%	f	%	f	%
Very High	194-230	0	0	0	0	0	0	0	0
High	157-193	4	13,8	4	13,8	4	13,8	4	13,8
Moderate	120-156	6	20,7	6	20,7	6	20,7	6	20,7
Low	83-119	19	65,5	19	65,5	19	65,5	19	65,5
Very Low	46-82	0	0	0	0	0	0	0	0
Total		29	100	29	100	29	100	29	100

Based on Table 3, it is evident that the data obtained from posttest 1, posttest 2, posttest 3, and posttest 4 is stable and consistent. The scores obtained by each student remained the same and stable across each posttest conducted. Table 3 also shows that with the implementation of the *Sumbang Duo Baleh* information service using contextual learning, there was an increase in student assertiveness, with an average score of 176.2, categorized as high. From the analysis of the assertiveness posttest results of 29 students, it was found that 10 students were in the very high category, 12 students were in the high category, 5 students were in the medium category, and 2 students were in the low category. The scores of each student's assertiveness in preventing sexual harassment before and after the *Sumbang Duo Baleh* information service using contextual learning are presented in Table 4.

Table 3
Frequency of Students' Assertiveness Posttest Results in Preventing Sexual Harassment

Categories	Interval	Post-Test 1		Post-Test 2		Post-Test 3		Post-Test 4	
		f	%	F	%	f	%	f	%
Very High	194-230	10	34,5	10	34,5	10	34,5	10	34,5
High	157-193	12	41,4	12	41,4	12	41,4	12	41,4
Moderate	120-156	5	17,2	5	17,2	5	17,2	5	17,2
Low	83-119	2	6,9	2	6,9	2	6,9	2	6,9
Very Low	46-82	0	0	0	0	0	0	0	0
Total		29	100	29	100	29	100	29	100

From [Table 4](#), it can be observed that students with very high assertive behavior experienced an increase of 34.5% (10 students), compared to the pre-test phase where no students were in the very high category. Students with high assertiveness also showed an increase, from 4 students (13.8%) to 12 students (41.4%). Students in the moderate category decreased from 6 students (20.7%) to 5 students (17.2%). Meanwhile, students in the low assertiveness category significantly decreased from 19 students (65.5%) to 2 students (6.9%). Based on the table, it can be concluded that the *Sumbang Duo Baleh* information service to enhance students' assertive behavior in preventing sexual harassment had a positive impact.

Table 4
Comparison of Pre-Test and Post-Test Results

Categories	Interval	Pre Test		Post Test	
		F	%	F	%
Very High	194-230	0	0	10	34,5
High	157-193	4	13,8	12	41,4
Moderate	120-156	6	20,7	5	17,2
Low	83-119	19	65,5	2	6,9
Very Low	46-82	0	0	0	0
Total		29	100	29	100

From the data, it can be seen that the total scores for Pretest 1, Pretest 2, Pretest 3, and Pretest 4 remained stable and consistent at 3120. After the intervention, there was a significant increase, with total scores for Posttest 1, Posttest 2, Posttest 3, and Posttest 4 consistently reaching 5110. This indicates an improvement of 63.78% after the implementation of the *Sumbang Duo Baleh* information service using contextual teaching and learning to enhance assertiveness in preventing sexual harassment.

The low level of student assertiveness prior to the intervention was attributed to the lack of information services that utilized cultural values inherent to the students, such as *Sumbang Duo Baleh*, delivered using specific approaches that made the material more accessible and comprehensible to students. One such approach is contextual teaching and learning. This finding aligns with the study conducted by Nisa and Ardani (2023), which demonstrated that the contextual teaching and learning (CTL) model is effective in improving student learning outcomes, including behavioral or affective outcomes.

Furthermore, the Friedman test was employed to examine the differences in the research data. The analysis results showed a Chi-square coefficient value of 108.000, $df = 4$, $p = .000$. This indicates a significant difference between the pretest and posttest scores of students' assertive behavior in preventing sexual harassment within the experimental group that received the *Sumbang Duo Baleh* cultural value-based information service intervention integrated with the contextual teaching and learning approach. [Table 5](#) presents the results of the Friedman test analysis.

Table 5
The result of Friedman test

N	29
Chi-Square	108.000
df	4
Asymp. Sig.	.000

Table 6

N-Gain Score Effectiveness Test

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	29	.00	.82	.5450	.23428
Valid N (listwise)	29				

Based on the table above, it is found that the N-Gain Score value is 0.5450 (54.50%). The increase is in the category of "Moderate" or can be interpreted as "Quite Effective", which is 54.50%.

Discussion

This study aimed to examine the effectiveness of an information service intervention based on the cultural values of *Sumbang Duo Baleh*, integrated with a contextual teaching approach, in enhancing students' assertive behavior in preventing sexual harassment. The findings revealed that before the implementation of the *Sumbang Duo Baleh* information service, students demonstrated low levels of assertive behavior, indicating a gap in their understanding of how to protect themselves from sexual harassment. This was evident from the pre-test data, which showed that students often hesitated to voice their discomfort or set boundaries in interpersonal relationships. For instance, many students struggled to refuse inappropriate behavior from peers, both verbally and physically. The inability to say "no" or assert personal boundaries was identified as one of the main factors that made them more vulnerable to sexual harassment.

The pre-test and post-test results from this study also showed significant changes in students' assertive behavior. Before receiving the information service, students tended to avoid conflict or felt reluctant to express their opinions. However, after the intervention, students demonstrated an improvement in their ability to set personal boundaries in a firm yet polite manner. Post-test results indicated that students not only experienced improvements in their communication skills but also became more aware of the importance of maintaining personal boundaries. In this study, students who previously hesitated to express their opinions began to show the courage to voice their discomfort and set boundaries against actions that were inappropriate according to social norms or customs.

After the implementation of the *Sumbang Duo Baleh* information service using a contextual teaching approach, students exhibited significant changes in their assertive behavior. The contextual teaching method employed in this study engaged students in learning experiences directly related to their daily lives. Within the study's context, students were taught to recognize and address situations that could potentially lead to sexual harassment in a more thoughtful and controlled manner. They participated in simulations that required them to express their feelings and opinions assertively while adhering to social norms and ethics.

This study underscores the importance of culturally-based information services, such as *Sumbang Duo Baleh*, integrated with a contextual teaching approach in improving students' assertive behavior to prevent sexual harassment. Before the intervention, students exhibited low levels of assertive behavior, characterized by hesitance to voice discomfort or set boundaries in interpersonal relationships. These findings align with previous studies, which affirm that culturally-based learning

can enhance the relevance of education to students' social experiences, helping to build social skills and the courage to express their opinions (Firman & Syahniar, 2020).

Following the implementation of the *Sumbang Duo Baleh* information service, there was a significant improvement in students' ability to set boundaries in a firm yet polite manner. This improvement aligns with other research demonstrating that contextual approaches can enhance the effectiveness of educational interventions, particularly in fostering a culture of respect and raising students' awareness of social norms (Mills & Scudder, 2020). Furthermore, these findings reinforce the importance of educational interventions in promoting students' understanding of self-protection against inappropriate behavior.

In the context of preventing sexual harassment, culturally-based services not only enhance assertive skills but also strengthen students' awareness of the importance of maintaining personal boundaries. Previous research has shown that education rooted in local cultural values can reduce the prevalence of sexual harassment by creating a supportive and respectful environment that values individual differences (Wallace et al., 2020).

Moreover, approaches involving culturally-based information services can help students navigate social pressures that often make it difficult for them to act assertively. Other studies have highlighted that reinforcing cultural values and contextual learning can help reduce students' vulnerability to harmful behaviors (Srikanth, 2018). This demonstrates the significant potential of culturally-based services in fostering strong and independent character development in students.

Overall, integrating local cultural values, such as *Sumbang Duo Baleh*, within a contextual learning approach offers significant benefits in enhancing students' ability to protect themselves from sexual harassment. This improvement is not only relevant within the educational setting but also contributes to broader community efforts to prevent sexual harassment. Similar studies suggest that this approach can be applied in various cultural contexts to create safe and supportive educational environments (Nagy & Curl-Nagy, 2019).

In this learning process, students are not only taught the concept of assertive behavior but are also involved in simulations and role-playing activities that allow them to practice handling risky situations. These simulations provide students with the space to develop their skills in expressing discomfort assertively without violating social norms. For instance, students are trained to say, "I am uncomfortable with this action, and I would like you to respect my boundaries," in situations involving verbal or physical harassment. Such exercises not only boost students' confidence but also provide them with an understanding of how to respond to difficult situations politely yet firmly.

This aligns with Zhang and Ma (2023) assertion that experience-based learning is highly effective in helping students develop social skills relevant to their needs. In this study, the cultural values are internalized by students through various learning activities that engage them in social situations directly connected to their daily lives. Thus, students do not merely learn about theories or concepts; they also acquire the ability to apply these values in their real-world experiences.

Not only at the individual level, but this approach also impacts the students' perceptions of interpersonal relationships. Through learning based on the cultural values of *Sumbang Duo Baleh*, students learn to better appreciate others and understand the importance of respecting personal boundaries. In every social interaction, whether with peers, family, or the opposite gender, they are taught to view these relationships in a healthier way, always placing respect for personal dignity and the dignity of others at the forefront. This contributes to creating a safer social environment free

from sexual harassment behaviors, as students begin to have a stronger understanding of the importance of boundaries in social relationships.

In the context of Minangkabau culture, *Sumbang Duo Baleh* is a set of values that serves as a behavioral guideline, especially for women, in maintaining personal honor and respecting social boundaries by avoiding improper or inappropriate behavior. These values are rooted in the Minangkabau customary philosophy, which states "adat basandi syara', syara' basandi kitabullah" (customs based on Islamic law, Islamic law based on the Qur'an), emphasizing the integration of tradition and religious values as the moral foundation of society. Therefore, integrating these cultural values into education aims to strengthen students' connection with positive social norms while enhancing their ability to protect themselves from risky situations. This is highly relevant for integration into school learning, especially in encouraging students to act more assertively in their social interactions.

The importance of applying cultural values in education is also supported by findings from previous studies, such as those expressed by Yurika (2022), which show that culturally-based education can raise students' awareness of healthy social norms and help them develop better character. By providing the *Sumbang Duo Baleh* information service, which emphasizes self-control and respect for others, students are expected to avoid permissive attitudes that could lead to sexual harassment. Furthermore, culture-based education can also strengthen students' identities as responsible individuals who are aware of their own rights and the rights of others in social relationships.

This *Sumbang Duo Baleh* information service not only improves students' assertive behavior but also has a positive impact on their overall character development. Learning that integrates these cultural values helps students better understand the importance of maintaining self-respect and dignity, as well as the importance of building relationships based on mutual respect. By improving their assertive behavior, students become more confident in responding to unwanted actions and more capable of avoiding risky situations, including sexual harassment. Moreover, this approach also provides them with skills to protect themselves in various social situations, which is an important asset for leading a healthier and safer life.

The integration of cultural values in this learning approach also has long-term impacts on the formation of healthier social norms among students. Nurrohman (2013) stated that education that combines local cultural values can enhance students' adaptability, making them more prepared to face complex social challenges. In this context, the values of *Sumbang Duo Baleh* not only help students protect themselves, but also shape social behaviors based on mutual respect. For example, students who understand the importance of maintaining self-respect and respecting others' boundaries are more likely to create an inclusive and safe environment at school.

This improvement shows that a learning approach based on cultural values is not only effective in enhancing students' assertive behaviors but also has long-term effects on their character development. By understanding and internalizing the values of *Sumbang Duo Baleh*, students can develop healthier social behaviors, which ultimately contribute to the prevention of sexual harassment among adolescents. Education that integrates these cultural values provides students with a deep understanding of the importance of maintaining their dignity and self-respect, as well as respecting the rights of others in every social relationship. The effectiveness of this information service based on *Sumbang Duo Baleh* is also supported by the learning approach that is relevant to students' needs. The cultural values taught through this information service have long been a part of the Minangkabau community's social life, making it easier for students to internalize the concept of assertive behavior.

Overall, this study shows that the application of an information service based on *Sumbang Duo Baleh*, which integrates a contextual learning approach, has a significant impact on improving students' assertive behaviors and protecting them from potential sexual harassment. Education based on local cultural values, as done in this study, not only benefits individual behavior improvement but also contributes to the formation of a healthier and safer society, where every individual is valued and their rights are respected. Therefore, it is crucial to continue developing learning approaches that are relevant to local cultural contexts, so that students can be more prepared to face increasingly complex social challenges.

The limitations of this study include the limited scope of the sample, which involved only one class with 29 female students from the Minangkabau ethnic group. This condition limits the generalizability of the findings to a broader student population with different ethnic backgrounds, genders, and educational levels. Future research is recommended to expand the participant scope, including various ethnicities, genders, and education levels, to further explore the effectiveness of culture-based information services in improving assertive behavior as an effort to prevent sexual harassment.

By conducting follow-up research as suggested, researchers can broaden their understanding of the effectiveness of culture-based information services in a more diverse context. Furthermore, this study could make an important contribution to the development of more inclusive and responsive guidance and counselling programs that address cultural diversity in Indonesia.

Conclusion

Based on the results of the study, it can be concluded that the provision of information services based on the cultural values of *Sumbang Duo Baleh* through a contextual learning approach significantly enhances students' assertive behavior in preventing sexual harassment. This is evident from the significant differences between the pre-test and post-test results, showing that this approach is effective in improving understanding and application of assertiveness concepts among students. The contextual learning approach, which links the teaching material to the students' daily life situations, makes the learning more relevant and meaningful, thus facilitating students in internalizing assertive behavior through their real-life experiences. Additionally, the integration of the *Sumbang Duo Baleh* cultural values plays a key role in helping students understand and apply assertive behavior, not only to support individual assertive actions but also to create balanced social relationships by respecting others' rights. Overall, the findings of this study indicate that information services based on the cultural values of *Sumbang Duo Baleh* using contextual learning are effective in improving students' assertive behavior as an effort to prevent sexual harassment, as evidenced by the significant increase in average post-test scores.

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Conflict of Interest

The researchers declare that this paper has no conflicts of interest.

Author Contribution

All authors have contributed equally to the study's conceptualization, interpreting data, reviewing, and editing the manuscript.

Data Availability

Data can be provided upon request to the author.

Declarations Ethical Statement

The study followed the guidelines of the Declaration of Helsinki.

Informed Consent Statement

Informed consent was obtained from all persons involved in the study.

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