

Impact of short film *Berapa?* on university students sexual harassment awareness

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ABSTRACT

Background: Sexual harassment in higher education remains a critical yet normalized issue, evidenced by documented cases at Universitas Negeri Surabaya, as the 2020 faculty student harassment and the 2023 peer-to-peer incident during campus orientation. These empirical facts highlight a severe lack of awareness and the necessity for urgent educational intervention. **Purpose:** This study analyzes the impact of the short film *Berapa?* as communicative stimulus on students' awareness, grounded in S-O-R theory. **Methods:** Quantitative explanatory approach was used to examine the influence of stimulus variables on audience responses. The sample was selected using purposive sampling, involving 397 students from Universitas Negeri Surabaya (607 respondents). The study underwent rigorous validity (Pearson Product Moment) and reliability (Cronbach's Alpha) testing to ensure data accuracy. **Results:** Results show a significant positive effect (sig. 0.000 < 0.05), with a Pearson correlation coefficient of 0.622 and an R-squared value of 0.387, indicating that the film contributes 38.7% to the increase in awareness. **Conclusion:** So, it can be concluded that the short film *Berapa?* effectively triggers emotional and behavioral responses. **Implications:** Implications suggest that well-managed cinematic media serve as powerful mass communication tools for impactful social campaigns to resolve critical campus issues and foster a safer academic environment.

Keywords: Message stimulation; response; sexual harassment; short film; student awareness

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INTRODUCTION

Film as one of the communication media can be a forum for efforts to increase student awareness of the issue of sexual harassment. This 5-minute short film titled *Berapa?* from @anasryaa_'s Instagram account has a unique ability to shape public perception and awareness. Through realistic scenes and strong dialogue, the film can help viewers recognize the signs of sexual abuse and understand the impact on the victim. Based on Figure 1, the harassment scene focused on in this short film is in the form of catcalling.

Catcalling is one of the other forms of verbal sexual harassment, such as making remarks or jokes with a sexual tendency, whistling, comments about women's bodies on the street which have an uncomfortable effect (Regita & Saputra, 2025). Choosing a platform as an access to watch

movies is also one of the strategies to achieve the desired target audience. The short film *Berapa?* chose the Instagram application as a forum to communicate without reason considering that almost all young people, especially students, use social media as a daily routine.

In the contemporary digital era, social media platforms have increasingly become spaces where social messages, educational content, and awareness campaigns can reach large audiences rapidly. Short films distributed through these platforms are not only entertainment products but also communication tools that can influence attitudes and social awareness among young audiences. Therefore, studying how a short film circulated through social media affects students' awareness is important to understand the broader role of digital media in shaping perceptions of social issues such as sexual harassment.



Source: @anasryaa_'s Instagram, 2024

Figure 1 Screenshot of Short Film *Berapa?*

Some films were made up of different productions, and the filmmaker was influenced by others. Meanwhile, the representation of things in the media is understood to never come out of the reality of society (Isomaa, 2016). With this purpose, it can be stated that film is also part of mass communication because it comes through many channels (media), long distances, very heterogeneous, transmitters and is communicated with certain effects (Nazarullah, 2018). The influence function can form the attitudes and beliefs of the audience through headlines, editorials, and advertisements. Society will understand an event or news through information, while the educational function is realized through the dissemination of values, ethics and social rules. This is related to the main purpose of mass communication is to combine the function of education with the function of information delivered (Regita & Saputra, 2025).

Mass communication provides information to the masses, and at the same time, it creates awareness in society about certain things and helps adapt to change. Mass communication offers information and entertainment to people, forms opinions, disseminates innovations, and reflects social values. With technological advancements, mass media is continually changing to provide timely and relevant information. As technology advances, mass media continues to adapt to meet the expectations of audiences who increasingly demand information that is fast, accurate, and

relevant to daily needs (Regita & Saputra, 2025; Shafira & Rui, 2023).

A movie is a creative work that is made based on the reality that occurs in the filmmaking society (Köse et al., 2021). Over the passage of time, movies are not only used for entertainment, but also as a communication medium. In media studies, movies are effective messengers in cultural, social, and political contexts. Thus, their specific function often depends on the creators (Shafira & Rui, 2023). Movies can also be a therapeutic tool for personal growth and mental well-being. This transformative power lies in how movies present real-life problems and challenges that viewers can identify, helping them reflect on their experiences (Khalish & Hanami, 2025).

In addition to conveying messages, films serve as a powerful learning media, for example as for social campaigns. This is supported by Indonesia's 2009 Film Law which states that "film as a mass communication medium for intellectualizing the nation, developing self-potential, fostering noble morals, promoting welfare, and a vehicle for promoting Indonesia in the international world". Short films in particular, are considered appropriate educational tools because they encourage active viewer involvement in the learning process (Mayer et al., 2020). Therefore, a good movie must do more than entertain, it should educate integrate factual information into narrative (Agnetta, 2024).

In this context, movies can be seen as persuasive communication tools that can affect viewers' emotional and cognitive reactions. Complex societal issues can be conveyed in ways that are simpler for viewers to comprehend and relate to on an emotional level thanks to visual storytelling. Because of this, movies that tackle social concerns have the potential to raise public awareness and promote social change, especially among younger audiences that regularly watch digital audiovisual content.

Historically, movies were once considered mere entertainment for the lower class before gaining attention across all levels of society, prompting experts to investigate their social impact. Because every film carries a unique message, its role in communication has expanded significantly. Based on evolution, film history is characterized by three major elements: (1) The use of film as a propaganda tool; (2) There are film genres such as dramas, documentaries, short films, and others; (3) The development of social documentation.

Sexual harassment is unwanted sexual, offensive, and threatening behavior by one person to another, which can lead to certain psychological experiences for the person on the receiving end (Herrera et al., 2018). Sexual harassment is a case that refers to actions that a person commits against another person, especially the opposite sex, which involves sexual violence such as rape and sexual exploitation behavior. The behaviors that fall under sexual violence span a wide

spectrum. Some behaviors such as sexist jokes, inappropriate sexual comments, innuendo, catcalling, or vulgar gestures may not be against the law, but can still be very threatening and harmful to victims. Unwanted sexual attention entails unwelcome sexual advances and sexual assault targeted at an individual, and sexual coercion occurs when favorable treatment towards an individual is a condition of their engagement in sexual activity (Crusto et al., 2024). Sexual violence or harassment often occurs due to men's collective unconsciousness as a result of the deep-rooted gender structure in an unjust society or commonly referred to as patriarchy (Fiardi et al., 2024). Women in general often experience sexual harassment, especially verbal harassment such as catcalling and lewd comments. Physical acts, on other hand, include violence such as rape and other forms of non-consensual sexual contact. In general, men believe that their behavior is not considered degrading to women and constitutes sexual harassment. The rise of harassment among students creates ongoing anxiety and its influence on the psychology of students who experience abusive behavior.

Sexual harassment is a serious criminal issue but is often underestimated by others, unwanted and unexpected sexual behavior or attention that can interfere with the comfort or well-being of the person receiving the harassment is called sexual harassment. Those who are victims of this tend to remain silent and cover up what happened to them for several reasons caused by

their inner conflicts. Victims often experience feelings of shame, inferiority, and loss of self-confidence, experience social isolation, difficulty in establishing healthy relationships, and difficulty in building trust and affection towards others, experience difficulties in work or education due to impaired concentration, loss of interest or motivation, and impaired trust in others (Oram, 2019). In addition to being afraid of what other people think, the victim's recovery process will be hampered if the organization rejects, disagrees with, or places the blame on them (García-Hernández et al., 2020). The lack of concern around this will even make the victims more depressed and can disturb their psychology. The greater their indifference, the greater the impact felt by the victim, potentially triggering new trauma.

Sexual harassment awareness is the capacity of an individual to be aware of, comprehend, and react appropriately to inappropriate sexual conduct. The measures of sexual harassment awareness include knowledge, concern, emotional attitude, and behavioral measures. Sexual harassment awareness will prompt individuals to reflect on their actions. Issues regarding sexual harassment can occur anywhere without exception in the campus and student environment. Perpetrators can also be committed by anyone, regardless of age, occupation or education level (Huda & Astrovanapoe, 2021). Therefore, an action is needed to increase student awareness to contribute more to understanding and handling

the issue of sexual harassment among students. As life progresses, there will be more things that need to be improved in acting, assessing and feeling. Students who still have a long future also need to be honed more deeply so that their self-worth and are also expected to create a good campus environment for anyone. So that's why a medium or something that can affect students' perceptions and thoughts is needed, just like a film that has a certain moral value to present a goal.

Cases of sexual harassment in the student environment are still relatively common due to a lack of attention and sex education. Victims often include minors and university students who suffer both physical and psychological trauma. This issue persists because many campuses focus primarily on academic interests leaving students unaware of various forms of harassment, particularly verbal harassment such as catcalling and lewd comments.

Students are routinely subjected to sexual harassment in casual encounters that are generally accepted by their peers. Some people view actions like catcalling, offensive jokes, and uninvited remarks about someone's physique as lighthearted humor rather than harassment. Students' ignorance of the limits of polite conversation and personal space is a result of this normalization.

While studies by Annafisa (2023); Octavia and Yuwono (2024) have demonstrated the impact of feature length films like *Penyalin Cahaya* and *Dear David* on audience empathy

and perception, there is still limited research focusing specifically on the effectiveness of short films as a practical intervention tool in a campus setting. This study fills that gap by analyzing the short film *Berapa?* and its direct impact on students at Universitas Negeri Surabaya.

Therefore, understanding sexual harassment is so important for yourself and for those around you. By understanding what is included in sexual harassment and knowing that it causes harm to the victim, it is hoped that the number of sexual harassment cases will decrease. So, it is important to contribute to increasing public awareness about sexual harassment, especially in the campus environment.

This research was conducted based on the theory of stimulus of response organisms. According to Effendy (2003) the S-O-R communication model consists of three main components: Message (Stimulus, S), Communication (Organism, O) and Effect (Response, R). This model posits that communication is a dynamic process where a specific message acts as a stimulus that is processed internally by the receiver before producing a particular reaction. In this study, the short film *Berapa?* serves as Stimulus (S), providing visual and narrative cues designed to convey the urgency of sexual harassment issues. The Organism (O) is represented by students of Universitas Negeri Surabaya who act as the active recipients processing the film's message through their cognitive and emotional

internal states. Consequently, the Response (R) focuses on the resulting change in the student's self-awareness regarding sexual harassment, encompassing shifts in their attitudes, empathy, and potential behavioral intentions toward victims. By applying this framework, the study seeks to understand how cinematic storytelling can effectively penetrate the internal awareness of students and trigger a meaningful social response.

The findings imply that social media distribution of narrative audiovisual content can enhance the organism stage of the S-O-R process, when interpretation and emotional reaction take place at the same time. By demonstrating how modern digital media contexts magnify the impact of visual cues on awareness formation among young audiences, the study therefore extends the hypothesis.

With this theory human responses and psychological effects vary significantly depending on the quality and intensity of the communicative message received. Specifically, this research objectives are to analyze the significance of the short film *Berapa?* in enhancing sexual harassment awareness among Universitas Negeri Surabaya students and to evaluate the correlation between the stimulus provided and the resulting behavioral intentions.

RESEARCH METHOD

The research method used in this study is a quantitative with measurement, calculation, formula, and numerical data, processes,

hypotheses, procedures, data analysis, and conclusions (Hasanah, 2017). To determine the influence between variables, the paradigm used is positivism. According to (Indriati, 2023), using the research data collection technique will begin with a survey in the form of a questionnaire to the respondents as a representative form of a population of the group. The data will be used as the main material for research by processing it into a journal.

The population in this study is active students of the Universitas Negeri Surabaya. If the subject is more than 100 people, it can be taken between 10% to 15% or 20% to 25% of the total (Ardyan et al., 2023). This study adopts an explanatory quantitative approach focused on causal relations. Respondents are analyzed using descriptive statistics, while hypotheses are tested with simple linear regression to measure the short film's impact on student awareness.

The independent variable in this study is the influence of the short film *Berapa?* (X). As shown in Table 1, this variable is measured through two dimensions: message clarity (visual appeal and understanding) and narrative relevance (representation of sexual harassment behaviors). Together, they evaluate how

effectively the film conveys its message.

Meanwhile, the dependent variable that influenced by others (Rachman et al., 2024). The dependent variable, sexual harassment awareness (Y), is measured through two dimensions: affective (emotional sensitivity) and behavioral (actions taken after watching the short film *Berapa?*).

In measuring all dimensions and items, this study use the Likert scale technique, which will measured the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Rachman et al., 2024). Each answer is given the following score:

Very	Agree	: 5
Agree		: 4
Disagree		: 3
Not	Agree	: 2
Strongly disagree		: 1

A sample represents a specific portion of a population's characteristics (Suhardi, 2023). This study employed purposive sampling to ensure data relevant to the research variables (Rachman et al., 2024). Respondents were required to be active Universitas Negeri Surabaya students who had watched the short film *Berapa?* ensuring they had the necessary experience to provide realistic data.

Table 1 Research Variables

Variable X: Short Film <i>Berapa?</i>	
Visual appeal	Narrative relevance to sexual harassment
Variable Y: Sexual Harassment Awareness	
Affective	Behavioral

Source: Effendy (2003), processed by researcher, 2024

This study used Slovin's formula to determine the sample size. If the total population is 57,157 people, then the sample size to be studied is 397 people. Data collection was conducted from September 11 to November 11, 2023. The calculation method:

$$\begin{aligned}
 N &= \frac{N}{1 + Ne^2} \\
 &= \frac{57.157}{1 + 57.157(0,05)^2} \\
 &= \frac{57.157}{1 + 142,8925} \\
 &= \frac{57.157}{143,8925} \\
 &= 397,30 \\
 &= 397
 \end{aligned}$$

Information:

n : Sample Size

N : population size

Ne : Precision value set at 5%

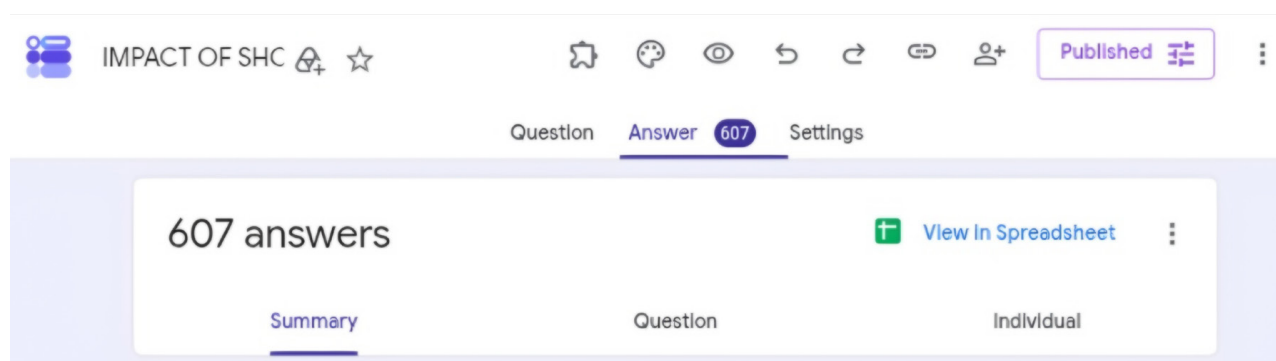
Based on Figure 2, the researcher collected 607 valid responses. This over-sampling was intentionally maintained to enhance the statistical power, minimize potential bias, and

ensure a more comprehensive representation of the student population at Universitas Negeri Surabaya.

RESULTS AND DISCUSSION

This study uses respondent data samples taken by distributing questionnaires through google forms to cover predetermined samples. The respondents taken were active students of the Universitas Negeri Surabaya who had influenced by watching the movie *Berapa?* with the context of awareness about sexual harassment.

According to Rachman et al. (2024) a validity test ensures the accuracy of the research instrument. Instrument validity was determined by comparing each item score with the total questionnaire score. The item is valid if the correlation coefficient is positive, the significance < 0.05, and the r count > the r table. For 30 respondents at 5% significance level, the r table is 0.361. Validity test results showed that all the items for variable X (X1-X6) and variable Y (Y1-Y6) were valid since each item had an r-count larger than 0.361 of the r-table and



Source: Google Forms Research, 2024

Figure 2 Number of Respondents Involved

significance level less than 0.05, showing that all the items in the questionnaire fulfilled validity requirements.

According to Arikunto (2021) reliability tests are used to evaluate how reliable the measuring instrument is in research; in other words, reliability tests determine whether the results of the measuring instrument will be consistent in repeated tests. Reliable instruments will produce trustworthy data. The questionnaire can be said to be reliable if Cronbach's alpha value is more than 0.6.

Based on Table 2, the results of Cronbach's Alpha for variable X show a value of 0.745 while variable Y shows a value of 0.734. Both values > 0.60 so that it can be concluded that the statement of the variable of the test results is reliable.

The data normality test is a component of the classical assumption test that has the purpose of determining whether the distribution of perturbing variables or residual values in a normal regression model is possible. Based on the Kolmogorov-Smirnov test, the significance value of 0.200 (> 0.05) indicates that the residual values are normally distributed.

Correlation analysis is one of the common

methods used in statistics to analyze the strength and relationship between two variables, that is, X and Y. There can be a positive, negative, or even a non-linear relationship. Correlation analysis was performed to examine the relationship between independent and dependent variables. The correlation coefficient shows the strength and relationship between the variables. Significance value lower than 0.05 shows a significant correlation, whereas significance value greater than 0.05 means that there is no significant correlation between the variables.

In the results of Table 3, the significance value of the variables of watching movies (X) and self-awareness (Y) is 0.000 which means the value of $0.000 < 0.05$ so that the variables X and Y have a relationship or correlation. The Pearson correlation between watching the film and awareness of sexual harassment is 0.622, indicating a fairly strong positive relationship between the two variables. This value means that students who watched the short film *Berapa?* tended to show higher levels of awareness regarding sexual harassment. Increased exposure to the film is associated with greater student understanding and awareness of sexual harassment.

Table 2 Results Reability Test Variable X and Y

Reliability Statistics		
Variable	Cronbach's Alpha	N of items
X	.745	6
Y	.734	6

Source: SPSS for windows software, 2024

Table 3 Correlation Test Results

Correlation		Watching <i>Berapa?</i>	Awareness sexual harassment
Watching <i>Berapa?</i>	Pearson correlation	1	,622
	Sig.(2-tailed)		,000
	N	397	397
Awareness sexual harassment	Pearson correlation	,622	1
	Sig.(2-tailed)	,000	
	N	397	397

Source: SPSS for windows software, 2024

Apart from the statistical data, the film *Berapa?* tells a story using narratives and visuals about the prevalent form of harassment that is catcalling. It shows the psychological impact of being catcalled through the characters, situations, and dialogues in the film, enabling students to learn about sexual harassment.

Simple linear regression examines the linear relationship between a single independent variable and a dependent variable. In cases where the value of one variable is considered to affect the value of another, this analysis considers the value of an independent variable to predict the value of the dependent variable. This study uses one variable as an indicator, namely the

effect of watching the movie *Berapa?* (X) with the variable of self-awareness regarding sexual harassment in students (Y).

From Table 4, the value of F calculates = 219.917 with a significant level of $0.000 < 0.05$ and can be interpreted as a regression model can be used to predict the participation variable or in other words there is an influence between the variables of Watching Movies *Berapa?* (X) to the variable of Sexual Harassment Awareness (Y).

Table 4 also explains that the correlation value or relationship (R) is 0.622 so that it can be said that there is a correlation or relationship between variable X and variable Y. From this output, a determination coefficient (R Square)

Table 4 Simple Linear Regression and Coefficient of Determination Test Results

ANOVA (Simple Linear Regression)						
Model		Sum of squares	df	Mean square	F	Sig
1	Regression	928,457	1	928,457		
	Residual	1469,203	395	4,222		
	Total	2397,660	396			
Model Summary (Coefficient of Determination)						
Model		R		R square	Adjusted R square	Std. error of the estimate
1		,622		,387	,385	2,055

Source: SPSS for windows software, 2024

of 0.387 is obtained which contains the meaning that the influence of variable X (Watching the movie *Berapa?*) to the Y variable (Self-awareness about sexual harassment) is 38.7%.

According to this proportion, students' awareness of sexual harassment may be influenced by a variety of factors, including prior knowledge, personal experiences, campus policies, and social discourse, even if cinema exposure has a key part in developing awareness. Rather than being the sole factor influencing awareness, the film functions as a significant communication stimulus within a broader social learning process.

Hypothesis testing is a statistical technique used to test statements or conjectures about a population based on a sample of data. This helps researchers determine whether the sample results can be generalized to the population. So that through this test, conclusions will be drawn to accept or even reject the hypothesis that has been proposed. An alternative hypothesis (H_a) or a hypothesis that is expected to be accepted, a hypothesis made if it is not affected is a null hypothesis (H_0) or a hypothesis to be rejected. Hypotheses or provisional conjectures on the variables used in this study are as follows:

Hypothesis zero (H_0) = There is no effect of watching the movie *Berapa?* on sexual harassment awareness in college students. Alternative hypothesis (H_a) = There is an effect of watching the movie *Berapa?* on sexual harassment awareness in students.

Based on partial test results (t-test), it is

known that the significant value is $0.000 < 0.05$ and the t-calculated value $> t$ -table ($14.830 > 1.648$) so it can be concluded that the variable of watching the movie *Berapa?* (X) had a positive and significant effect on the variable of sexual harassment awareness (Y). Therefore, H_0 was rejected and H_a was accepted.

In the results of the test on the variable of watching the movie *Berapa?* (X) and the variable of sexual harassment awareness (Y), the hypothesis test can be found to have a significance value of $0.000 < 0.05$ and a t-count value $> t$ -table ($14.830 > 1.648$) so that it shows that H_a is accepted and H_0 is rejected. And using correlation and regression tests, this study found a strong Pearson correlation value of 0.622 and a coefficient of determination (R Square) of 0.387, or equivalent to 38.7%, which showed that watching the movie *Berapa?* had a significant influence on the self-awareness variable about sexual harassment in a positive direction worth 38.7%.

Watching the movie *Berapa?* had a significant influence of 38.7% on the awareness of Universitas Negeri Surabaya students regarding cases of sexual harassment that often occur on campus. This indicates that the filmmakers' intent with *Berapa?* is to foster greater vigilance and concern among audiences regarding sexual harassment cases. For instance, Universitas Negeri Surabaya has also had instances of sexual harassment. According to Kompas, an instructor allegedly harassed a law student during thesis supervision in 2020.

On August 20, 2023, during the PKKMB session, a student was harassed by the chairman of the *Badan Eksekutif Mahasiswa* (BEM). These occurrences serve as a reminder of the persistent danger of harassment on campuses. Therefore, every university is required to have *Satuan Tugas Pencegahan dan Penanganan Kekerasan Seksual* (Satgas PPKS) which is tasked with overseeing the campus environment in dealing with sexual crimes (Adikaram & Kailasapathy, 2024). Reporting sexual violence and utilizing services can help to unsilenced the violence, it can restore a voice for those who have been victimized and provide hope that their victimization will be handled appropriately by the institution (Molstad et al., 2023).

As a form of effort to prevent this from happening again, the short film *Berapa?* can be used well among students at the University of Surabaya. The film presents a story of sexual harassment that inserts a moral message so that the audience can participate and feel its influence. What's interesting and important about movies as a communication medium is to see how much influence it has on society (Karkono, 2021). Positive public criticism and censorship institutions show that the film has a significant influence. Research conducted by Kisling et al. (2021) shows that educational movie can have a psychological influence on the audience after watching movie shows that are presented.

Based on the results of the study showed that The Flu film has had succeeded in increasing

the awareness and seriousness of many people in stopping this pandemic, so that the behavior is more alert, alert, obeying all the grants from health organizations and the government, one of which is social awareness. Distancing and physical distancing in daily activities (Azhari, 2021). This shows that what we watch can affect the group because by observing movies, we can simultaneously stimulate the brain so that it can influence the audience both emotionally and in action. It is the same as watching the movie *Berapa?* which can indirectly affect the audience to trigger or increase their awareness of sexual harassment. So that this is in accordance with the regression test, namely the influence of variable X (Watching the movie *Berapa?*) on the variable Y (Self-awareness about sexual harassment) of 38.7%. The results show that communication is never separated from the process. Therefore, whether the message is conveyed properly or not depends on the process carried out by the communicator to convey the message. In this context, this study uses the film *Berapa?* as a medium, sexual harassment awareness as a message and students of the Universitas Negeri Surabaya as a receiver.

The effect of watching the movie *Berapa?* for students of Universitas Negeri Surabaya can provide a significant change in their self-awareness in response to sexual harassment that often occurs in the campus area. It has the potential to foster sympathy for victims, evoke emotional resonance, and shift perceptions regarding sexual harassment and victims.

Meanwhile, the response to action will be in the form of a change in attitude or serious action towards sexual harassment, the initiative to participate in forums or participate in discussions related to sexual harassment and finally will help victims of sexual harassment either directly or indirectly. The existence of these responses is a sign that the message conveyed through the film *Berapa?* has been well conveyed to the audience.

Audiovisual methods can increase a person's knowledge because audiovisual media can provide information in the form of images and sound simultaneously when delivering information (Natosba et al., 2025). According to Alves and Pereira (2020) short films serve as powerful literacy tools that foster critical thinking and empathy. Within the framework of the Stimulus-Organism-Response (S-O-R) theory, film acts as an audio-visual communication medium that blends sound, imagery, and narrative to deliver moral messages and social critiques. To ensure the message is effectively received, filmmakers must construct immersive storylines that deeply engage the audience. By creating a memorable and evocative experience, films can successfully deliver information, education, and entertainment simultaneously to the audience as receivers.

With this unique ability, film can shape people's perceptions and views regarding an insight. Through the narrative that has been packaged, films can create awareness about the issues around us such as the issue of sexual

harassment. In this way, the film can function as a mirror that can reflect social conditions and views as well as a tool to influence the mindset of the audience. This was mentioned in the results of this study that the X variable has measured and analyzed the understanding of the message conveyed through the film as its dimension. Through the results, the relationship between these dimensions on the Y variable that analyzes emotional responses in the form of changes in views regarding sexual harassment. The results of this study have a strong Pearson correlation value of 0.622. Based on these results, the correlation or relationship between watching the movie *Berapa?* and increasing awareness about sexual harassment is strong. Therefore, it can be concluded that film can also be a powerful medium in shaping perceptions so that with this awareness of the issue of harassment can be created and become a mirror for self-reflection.

Similarly, the results of research that has been conducted Mariyona et al. (2023) there is a significant difference in the increase in knowledge of sexual harassment prevention before and after providing health education knowledge through animated video media. This result is also relevant to the research by Huang and Zeng (2024) which underlines the importance of visual landscapes and soundscapes in shaping emotional experiences. Structural equation modeling results show that both visual landscapes and soundscapes have significant direct effects on human emotions and behavior.

In Zhang and Li (2025) research, a stimulus in the form of a virtual reality experience is able to influence the psychological process of tourists (organism) so as to increase happiness and travel intentions (response). A similar concept can be applied to this study, where the stimulus in the form of screening educational films about sexual harassment is expected to trigger internal processes such as increased understanding, awareness, and attitudes towards the issue, which ultimately results in a response in the form of increased awareness, knowledge, and potential behavior change in preventing or reporting sexual harassment.

According to Effendy (2003) a stimulus or message can alter audience behavior depending on individual processing; for communication to succeed, the audience must attend to and comprehend the message, eventually leading to cognitive and behavioral shifts. With this, the film *Berapa?* is also used as a stimulus or message to the audience, namely students of the Universitas Negeri Surabaya. Their attention as communicators to the content or message of the film will cause a response or effect for them so that they are able to accept a change in their awareness of sexual harassment more widely. In his research, Setiawan (2024) also explained that short films can have an influence on the audience from cognitive, affective, and psychomotor aspects so that short film media can help guidance and counseling teachers in providing material related to the prevention of sexual harassment in classical guidance

services. Video media delivery proved to be effective, resulting in a significant increase in adolescents' knowledge and attitude towards sexual harassment prevention. In addition, there was a clear difference between the knowledge and attitude scores obtained through video media compared to power point media (Suad et al., 2024). The same thing is also obtained from the results of research by Susanto et al. (2022) that short film media which is a combination of audio and visual is more effective for improving learning ability and fostering motivation for students.

This happens because a show can be a source of information for the audience, in accordance with the theory of mass communication which explains that film can be an educational medium to shape people's behavior. Through exposure to this information, the formation of self-identity can be carried out. Characters in the film can be role models for self-introspection by adopting values and behaviors according to the show, it can also be routine activities that are often carried out during the show. These things that can be imprinted in the audience's mind as information will automatically always remember them. This is the cause of behavioral changes, for example, changes in the way of looking at oneself and others, where changes in people's behavior after exposure to impressions can be identified based on applicable values such as impressions. Interaction and communication are intertwined with more and more internet-based communication technology innovations,

which is why communication media are increasingly developing towards convergence (Candrasari, 2020).

In a movie, there are ideologies and ideas and messages that filmmakers want to highlight and convey to the wider community (Tokosh & Chen, 2020). With this opportunity, the filmmaker can use his skills to communicate. A movie is claimed to be able to be a good communication channel and can convey the message contained effectively because it uses good image representation, combined with supporting audio, interesting expressions of the players and supported by an interesting narrative flow and makes the audience curious (Fisher et al., 2021). The emotional impact obtained from films also cannot be ignored because films with certain themes can touch and affect the mental state of the audience. That's why the selection of emotional packaging in film content is important so that the younger generation can be exposed to positive messages and educated through the films they watch. The 5-minute film *Berapa?* serves as a stimulus to influence by evoking communicative reactions to change their attitudes. The emotional response and action response that grows from communicator will differ from individual to individual depending on the ability to accept change. So that the audience needs to be trained appropriately to be critical about the content consumed to be able to filter understanding by avoiding its negative impact and being able to take advantage of its positive influence.

CONCLUSION

Conclusions based on the statistical data collected from 397 participants show that the short movie "*Berapa?*" enhances self-awareness regarding sexual harassment among the Universitas Negeri Surabaya students. The film enhances students' self-awareness regarding their thoughts, emotions, actions, and impact on others, thereby strengthening their intellectual understanding and empathy. In addition, statistical analysis has shown that there is a significant positive correlation between film viewing and self-awareness with Pearson correlation coefficient equal to 0.622 ($p < 0.01$). Simple linear regression analysis indicates that the film accounts for 38.7% ($R^2 = 0.387$) of the variance in students' comprehension regarding the definition, forms, and prevention of sexual harassment. Demographic factors like age, gender, and frequency of Instagram use do not moderate the strength of this effect. Grounded in the Stimulus-Organism-Response (S-O-R) theory, the film served as an effective stimulus that drove students' cognitive and affective processing, ultimately yielding the desired response. Students demonstrated increased empathy toward victims, critical attitudes toward perpetrators and passive observers, classroom engagement, digital campaign participation, and the reporting of catcalling to university service units.

These empirical findings underscore the critical importance of integrating creative visual media into formal institutional education

and public sexual harassment awareness campaigns. These results highlight the need to incorporate creative visual media into formal learning environments and campaigns against sexual harassment. Distributing cinematic clips via platforms such as Instagram facilitates the public's ability to identify instances of sexual harassment during everyday interactions. Nevertheless, several methodological limitations warrant consideration, including the exclusive focus on students from Universitas Negeri Surabaya, the reliance on self-reported measures, and the five-minute duration of the film. Future studies should engage in studies using a wide population covering different regions and socio-demographic backgrounds to understand how cinematic media can be used to effect social change and address other social problems of sexual harassment.

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