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Situational Perception Correlation Study, Situational Motivation, and Communication Actions in Malang Brawijaya University Students on the Issue of Sexual Harassment in Indonesian Higher Education Environment in 2022

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Abstract. This study tests the theoretical model of Kim and Grunig's situational theory of problem solving (STOPS) (2011), in explaining how the correlation of situational perceptions, situational motivation, and communication actions in students of Brawijaya University Malang in 2022 from the issue of sexual harassment in Indonesian tertiary institutions. Survey of 425 students in August-September 2022 in 15 faculties. Based on the results of path analysis from the SmartPLS 3.0 structural equation modeling procedure, this study confirms the correlation of the main propositions of the STOPS theory, namely situational perceptions, situational motivations, and communication actions on the issue of sexual harassment in Indonesian tertiary institutions.

Keywords. Situational Perception, Situational Motivation, Communication Action

1. Introduction

This study focuses on examining variables Situational Theory of Problem Solving (STOPS) with its sub-variables namely perceptions, motivations and actions of public communication on their relationship with an issue, especially this research in the context of students at Brawijaya University Malang on the issue of sexual harassment in Indonesian tertiary institutions. *Because* it is based on the basic assumptions of the STOPS theory conveyed by Popper (1999) that "all life is problem solving" (Kim & Grunig, 2011, p. 120). Kim & Grunig's STOPS theory (2011), this explains that communication plays an important role in problem solving, people who are motivated in problem solving are more likely to engage in communication actions (Chon & Park, 2021, p. 4).

The situational theory of problem solving (STOPS) and its theoretical predecessor, namely public theory (STP) both have their roots in the writings of John Dewey (1910), who wrote about human thought and inquiry as processes based on problem solving (Lamm et al., 2018, p. 218). Then the STP theory was developed by Grunig and Hunt (1984), to help public relations practitioners identify which groups or publics are likely to communicate, when they

will communicate, and which publics are the most strategic to communicate with organizations in terms of maximizing time and costs (Tindall & Vardeman-Winter, 2011, p. 284). The first thing done by public relations is to identify public groups (Kriyantono, 2021, p. 33). By identifying the public, public relations will be able to develop strategic management to support organizational goals in dealing with crises (Kriyantono, 2012, p. 124). And specifically, the STOPS theory predicts individual communication behavior in information selection, information acquisition, and information transmission through situational motivation in previous problem solving (Chon & Park, 2021, p. 2).

Furthermore, Kim and Grunig's (2011) STOPS theory explains that when people believe a problem is problematic, relevant, and solvable, it automatically shows problem recognition and recognition of high involvement and low levels of recognition of constraints so that they are more likely to engage in communication behavior. such as sharing and forwarding information (Lee, 2019, p. 3). Because the public is situational according to the situation at hand (Kriyantono, 2017, p. 155). In conditions of public involvement regarding a problematic situation of an issue, STOPS theory provides four sub-variables (problem recognition, involvement recognition, constraint recognition, and referral criteria) to explain public communication actions in problem solving mediated by public situational motivation in problem solving (Liu et al., 2019, p. 2).

Then in its development, activity from the STOPS theory has recently increased the understanding of why and how individuals can communicate related to social problem situations (Pressgrove et al., 2020, p. 1). Furthermore, based on Ni and Kim's (2009) interview data, applying the STOPS theory to identify various types of public according to their activeness in solving controversial social problems (Tao et al., 2021, p. 4).

Referring to the above, based on the social problematic situation in Indonesia, especially among students, cases of sexual harassment are widespread in Indonesian tertiary institutions which are included in the 15 categories of sexual violence by the National Commission Against Violence against Women (Ellyvon, 2021). And regarding sexual violence against women is a serious problem in Indonesia (Poerwandari et al., 2021, p. 5909). Komnas Perempuan commissioner Maria Ulfah Anshor, revealed that the number of victims who reported issues of sexual violence on campuses or tertiary institutions had increased dramatically after the passing of the Minister of Education and Culture concerning Prevention and Handling of Sexual Violence, in Higher Education Environments (Antara, 2022).

According to Antara, (2021) through the CNNIndonesia website from January to July 2021 there were 2,500 cases, exceeding 2020 with 2,400 cases. Indonesia is not only experiencing the Covid-19 pandemic, but also a pandemic of sexual violence seen from any data, said the Indonesian Minister of Education, Culture, Research and Technology Nadiem Makarim (CNNIndonesia, 2021).

With this issue still developing, the increase in cases is also affected by the crisis from the Covid-19 pandemic like an iceberg phenomenon because the number of unreported is doubling (Lestari & Syaefullah, 2021). Meanwhile, Universitas Brawijaya itself has handled well the issue of a student with the initials NWR who reported sexual harassment by his senior at the Faculty of Cultural Sciences (Sandra, 2021). On the other hand, based on Macnamara and Zerfass (2012), the condition of an open and user-centered social media platform empowers individuals to actively disseminate information, and experts have confirmed that this can be an important factor for management in communication control (Chon & Park, 2021, p. 5). Moreover, the massive culture of digitalization of media in today's social environment. Because people are not only looking for information, but also discussing topics on social media (Sharma

et al., 2017, p. 302). And based on Ma, Deng, Wu, (2020) and Liu (2020), said that the presence of digital media (such as social media) greatly expands the ability to search, update, and facilitate sharing of information with others (Kim & Hong, 2021, p. 1).

As for the analysis of public communication perceptions and actions, researchers have found in several previous studies that implemented Kim & Grunig's STOPS theory (2011) in various contexts to understand why and how issues and their relationships with various publics such as Kim & Sung, (2016) perception of student relationship with the university have a positive relationship.

However Lee, (2019) explained the different results, that is, not all situational perception sub-variables were significantly related to employee communication behavior on issues of gender discrimination. Of course this contradicts the positive research results from Chon et al., (2020), on public involvement as well as issue-specific trust in government. Then from Chon & Park, (2021), in the context of an outbreak of an infectious disease. And most recently from Kim & Hong, (2021), on individual information behavior in the context of the Covid-19 pandemic.

Based on this previous research, the application of the STOPS theory to various contexts builds the researcher's assumption that public communication perceptions and behavior towards coherence with problematic situations being faced by the public have different results or tendencies when narrowed down to different types of issues and publics. So this study aims to test the theoretical model STOPS Kim and Grunig (2011), in explaining how the correlation of situational perceptions, situational motivations, and acts of communication in students of Brawijaya University Malang in 2022 from the issue of sexual harassment in Indonesian tertiary institutions.

2. Literature Review

On progress, Situational Theory Of Problem Solving (STOPS) is a form of transformation from Situational Theory Of Publics (STP) which was expanded by Kim & Grunig, (2011) by reviewing several gaps in areas that have not been reviewed in public situational theory (STP) so that a more general theory is recommended. There are several aspects that have not been explored from previous theories, namely: first, public situational theory (STP) takes a minimal conceptualization of active communication behavior. That is, it only uses search or information processing to describe an active public. Second, the concept of reference criteria was re-entered as in earlier versions of STP theory to explain and classify public behavior in problem solving. Third, in its original definition, public situational theory (STP) considers perceptual variables only as causal references that directly lead to communication behavior, however, there is a mediating variable, namely motivation (Kim et al., 2011, pp. 122–123).

Based on this, through the updating of the theory from Kim and Grunig (2011), several understandings can be formulated including, namely: first of all the expansion of the dependent variable (information seeking and information processing) to the more general dependent variable (actions of communication in problem solving) which automatically integrates into several communication behaviors. Second, the expansion of the focus of public situational theory on "decisions" (as a theory of individual communication and decision-making behavior) towards the notion of life, namely "problems". Third, the development of a new variable (situational motivation in problem solving) which mediates the impact of the independent variables from the STP theory on the new dependent variable (obtaining, selecting, and providing information),

Since STOPS theory is an extension of public situational theory (STP), STOPS aims to explain what motivates individuals to take communicative action to solve problems (Kim et al., 2021, p. 2). With three perceptual sub-variables in STOPS which play a key role in the act of communicating a problem, namely: recognition of problems, recognition of involvement, and recognition of constraints (Kim & Krishna, 2014, p. 85). First, problem recognition is a person's perception that something is missing and that there is no immediately applicable solution for it (Kim et al., 2011, p. 128). Orrefers to Kim & Krishna, (2014, p. 85) problem recognition is the extent to which people perceive a problem or situation as a problem. The second level of involvement, namely the relationship or involvement that is felt between oneself and the problem situation (Kim et al, 2011, p. 130). Or the degree to which the individual feels connected to the problematic situation (Kim et al., 2014, . 85). The third is constraint recognition, namely when individuals feel that there are obstacles in a situation that limit their ability to do anything about the situation (Kim et al., 2011, p. 130). Or the individual's perception of any barriers that might prevent them from responding to a problem situation (Kim et al., 2014, p. 86).

And in the end these three perceptions lead the individual towards the mediator of the perception variable, namely situational motivation in solving problems, which is an indicator of “readiness to make efforts to solve problems”. (Kim et al., 2011, p. 132). Finally, from the situational perception variable, namely, the reference criterion is knowledge or any subjective assessment system that influences the way a person approaches problem solving (Kim et al., 2011, p. 131). Or referring to Kim et al., (2014, p. 87) ie those with a high level of knowledge based on previous crisis experience are more likely to actively seek information.

Furthermore, all of these antecedent variables lead to communication actions in problem solving, a new concept that explains the categories of communication activities in problem solving situations, namely obtaining, selecting, and providing information when someone is involved in problem solving (Kim et al., 2011, p. 124). The first communication act is information acquisition, while this behavior includes information acquisition, namely, searching (active) and processing information (passive). Second, selection of information that is, filtering information (active) and allowing information (passive). And finally, namely the transmission of information, that is, the forwarding of information (active) and the sharing of information only on a request basis (passive).

In the application of the STOPS theoretical framework Kim & Grunig, (2011) this has been implemented and tested in various contexts of previous research. Like the research conducted by Liu et al., (2019), reference criteria have a positive effect on communication actions. Then similar results were also shown by Kim et al., (2021), that there is a positive relationship between reference criteria that influence individual information behavior regarding the Covid-19 outbreak. Therefore the researcher proposes the following hypothesis:

H1: Situational perceptions are positively related to student communication on the issue of sexual harassment in Indonesian tertiary institutions.

Furthermore, it was found that there is a relationship between situational perceptions and situational motivation. That is what was done by Kim & Sung (2016), through the results of his research he said that when students recognize more problems, more involvement, and fewer obstacles, they show a higher level of motivation. Next, fromLiu, Xu, Lim, and Egnoto (2019), they explained that problem recognition and involvement recognition had a positive effect on situational motivation. Other similar findings were also disclosed byPressgrove Barra, and Janoskec., (2020), Chon & Park, (2021), and Kim & Hong (2021) namely the three sub-

variables in situational perception are positively related to situational motivation. So, the researcher proposes the following hypothesis:

H2: Situational perceptions are positively related to situational motivation in students towards the issue of sexual harassment in Indonesian tertiary institutions.

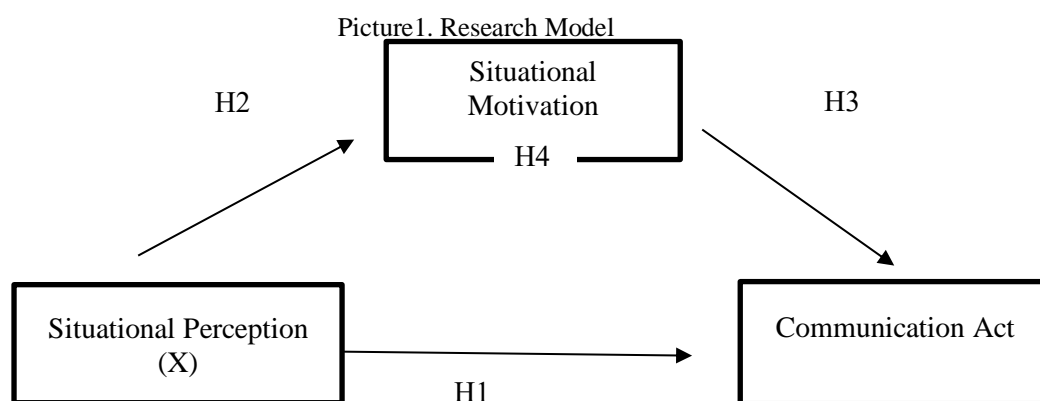
Furthermore, it was found that there is a correlation between individual situational motivation on communication actions. Among them, from Kim et al., (2016), which conveys that when students motivation is higher, they are more likely to take communicative action. Then from Liu et al., (2019), indicating that situational motivation has a positive effect on communication actions. Then, Tao, Hong, Tsai and Yook (2021), also found that situational motivation in solving controversial socio-political problems is associated with communication actions. So, researchers put forward the following hypothesis:

H3: Situational motivation is positively related to students' communication on the issue of sexual harassment in Indonesian universities.

In addition, the relation scheme of situational perceptions of communication actions is mediated by situational motivation. Based on research from Tao et al., (2021), that situational motivation in solving controversial socio-political problems is related to communication actions. That is, these results suggest that the pathway between situational motivation and communicative action is supported (correlated). Then the researcher proposed the following hypothesis:

H4: Situational motivation is a significant mediator of the relationship between situational perceptions and students' communication actions on the issue of sexual harassment in Indonesian universities.

Based on the results of previous research, most of them are consistent with confirming the STOPS theory which shows that situational perception variables are tied to situational motivation, and related to communication actions. Thus, this study predicts that such results will be obtained, which will examine the impact of the issue of sexual harassment in Indonesian tertiary institutions on the perceptions, motivations and communication actions of Brawijaya University students in 2022. With the following research model:



3. Method

3.1 Research Procedures and Samples

This type of research is quantitative. Cause based Creswell, (2009, p. 4), it was conveyed that quantitative research is a means of testing objective theories by examining the relationships between variables, and these variables in turn can be measured usually on instruments, then data in the form of numbers can be analyzed using statistical procedures. So, this is in

accordance with the researcher's goal, which is to test the Situational Theory of Problem Solving (STOPS) variables, namely perceptions, motivations and actions of public communication on their relationship with an issue.

Further, in quantitative research meaning comes from the use of numbers (eg, percentages or statistical coefficients) that describe how the numerical data relate to the hypothesis (Neuman, 2014, p. 179). And quantitative research is research that describes or explains a problem whose results can be generalized (Kriyantono, 2020, p. 45). The primary data sources based on Kriyantono, (2020, p. 147), is data obtained first-hand in the field that comes from respondents or research subjects through the results of filling out questionnaires. And in this study, namely from students of Brawijaya University Malang who were obtained through filling out questionnaires on googleform.

As many as 425 respondents (students) from all 15 faculties at the University of Brawijaya Malang have participated in the questionnaire filling survey. Using purposive sampling and based on the determination of the sample developed by Isaac and Michael with an error rate of 5% (Sugiyono, 2013, p. 86).

3.2 Measurement

In calculating the measurement of all variables and sub-variables of the STOPS theory, namely variable X situational perception (problem recognition, level of involvement, recognition of constraints, reference criteria), variable Z (mediator) situational motivation and variable Y, namely three acts of communication (obtaining information, selecting information, and information transmission) refers to previous studies (Kim et al, 2021; Chon & Park, 2021). And it has been modified to be more relevant to the context of the issue of sexual harassment in Indonesian universities with a total of 20 indicators. Which can be reviewed as follows:

Table 1 Research Instruments

Variable	Items	Indicator Statement
Situational Perception	P1	I consider the issue of sexual harassment in Indonesian universities to be a problem for me.
	P2	I consider the issue of sexual harassment in Indonesian tertiary institutions to be a serious threat to students.
	P3	I can do something / have an idea to prevent sexual harassment problems in Indonesian universities.
	P4	I feel that my idea about the problem of sexual harassment in Indonesian universities is important for the institutions concerned or those handling it.
	P5	I feel that the problem of sexual harassment in Indonesian universities will affect my life on campus.
	P6	The issue of sexual harassment in Indonesian tertiary institutions will have a serious impact on my life and that of other students.
	P7	I know the causes and effects of sexual harassment in Indonesian universities.
	P8	I have previous knowledge or experience that can help to understand the problem of sexual harassment in Indonesian universities.

Situational Motivation	P9	Until now, I often think about sexual harassment in Indonesian universities.
	P10	I want to know about sexual harassment in Indonesian universities.
	P11	I want to understand more in detail about sexual harassment in Indonesian universities.
	P12	I will perform an act of communication (ie providing information, obtaining and selecting information) when it comes to sexual harassment in Indonesian tertiary institutions.
Communication Act	P13	When the issue of sexual harassment occurs in Indonesian tertiary institutions, I regularly look for information or news about sexual harassment so that I can understand it.
	P14	When issues of sexual harassment in Indonesian higher education occur, I will regularly check the news to see if there is as much new information about sexual harassment in Indonesian tertiary institutions as possible.
	P15	When issues of sexual harassment occur in Indonesian tertiary institutions, I will pay attention to news reports using sources that appear on social media or other media (TV, newspapers, radio, podcasts, etc.).
	P16	When the issue of sexual harassment occurs in Indonesian universities, I will take the time to listen if someone tries to provide information about it.
	P17	When issues of sexual harassment occur in Indonesian tertiary institutions, I will first select relevant information that appears on social media or other media (TV, newspapers, radio, podcasts, etc.).
	P18	When the issue of sexual harassment occurred in Indonesian universities, I received any information from various sources. To make better decisions on the issue.
	P19	I forward information directly when I receive information about issues of sexual harassment in Indonesian tertiary institutions, to family, friends or other people I consider important.
	P20	When the issue of sexual harassment occurs in Indonesian tertiary institutions, I will only speak/share information when other people raise the topic or ask for my opinion

3.3 Data Analysis

In this study, the path analysis on the statistical results of the data used is the Partial Least Square (PLS) approach using SmartPLS 3.0 software. This Partial Least Square (PLS) is a causal model that explains the influence between variables (Wijaya, 2019, p. 10). And this PLS is an equation model of Structural Equation Modeling (SEM) based on components or variants.

As for examining the results of the PLS-SEM analysis using the SmartPLS software, it consists of two models, namely the outer model (measurement) and the inner model (structural). In the outer model of the series of tests carried out, namely the validity test and reliability test, which explain how the manifest variable represents the variable to be measured, while the inner model of the series of tests carried out, namely the coefficient of determination of R-Squares or the goodness of fit model shows the strength of the value or estimate between variables (Ghozali & Latan, 2015, p. 7).

3.4 Measurement Evaluation

3.4.1 Outer Model Test

a) Convergent Validity

Based on Hair et al., (2017), that the validity of all variables must meet the criteria or reach a standard value, namely Cronbach's Alpha is above a number > 0.5 and Average Variance Extracted (AVE) > 0.7 .

And in the validity test using the SmartPLS 3.0 software, you can also use the loading factor value. Factor loading is a standard weight estimate that connects factors with indicators, and the standard factor loading value is between 0 and 1, so that in general the factor loading score must be above > 0.70 . (Setiaman, 2021). And can be reviewed based on the table below:

Table 3.4.1.1 Convergent Validity

Variable	Indicator	Loading Factor 1	Loading Factor 2
Situational Perception	P1	0.679	
	P2	0.614	
	P3	0.580	
	P4	0.568	
	P5	0.666	
	P6	0.704	1,000
	P7	0.608	
	P8	0.616	
Situational Motivation	P9	0.768	0.764
	P10	0.844	0.846
	P11	0.803	0.804
Communication Act	P12	0.745	0.747
	P13	0.770	0.859
	P14	0.789	0.884
	P15	0.761	0.831

P16	0.684	
P17	0.651	
P18	0.655	
P19	0.618	
P20	0.437	

Based on the table (3.4.1.1) the researcher conducted 2 tests on factor loading testing, so that he found appropriate results and had eliminated indicators that had scores below the standard > 0.70 .

And based on the second factor loading test, researchers have obtained factor loading values that are more than standard (P6, P9, P10, P11, P12, P13, P14, P15) namely > 0.70 . So that the test results of these indicators are ready to be used in the next stage.

b) Discriminant validity

The test of discriminant validity can be done by comparing the AVE square root scores for each variable with its correlation. The value of AVE must be more than the value of the cross loading. Refers to Hair et al., (2017), it is said that the construct that meets the criteria of discriminant validity is by considering the average extracted (AVE) value of each variable which must be greater than the latent variable correlations (LVC) and this criterion is called the Fornell-Larcker criterion. Or the second way, by looking at the cross loading value on each variable must have a value > 70 and the value must be higher than the value of the other variables (Ghozali et al., 2015). And can be reviewed in the following table:

Table 3.4.1.2 Discriminant Validity

	Situational Perception	Communication Act	Situational Motivation
Situational Perception	1,000		
Communication Act	0.367	0.859	
Situational Motivation	0.445	0.663	0.791

Based on the results in table (3.4.1.2), it states that the AVE (ie the number on the main diagonal) for each variable is greater than the LVC value (ie the number under the main diagonal). Therefore, it can be concluded that all variables have met discriminant validity.

c) Reliability

In the PLS-SEM analysis using SmartPLS 3.0 software, reliability tests were carried out to demonstrate the accuracy, consistency and precision of the instrument in measuring constructs. Refers to Hair et al., (2017), it can be said that it meets the criteria if a construct has a composite reliability value of > 0.7 . Furthermore, if the Cronbach alpha score is greater than 0.7, it can be said that the construct meets the reliability criteria. And can be reviewed in the following table:

Table 3.4.1.3 Reliability

	<i>Cronbach's Alpha</i>	rho_A	Composite Reliability	Average Variance
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				Extracted (AVE)
Situational Perception	1,000	1,000	1,000	1,000
Communication Act	0821	0.822	0.894	0.737
Situational Motivation	0.800	0.800	0.870	0.626

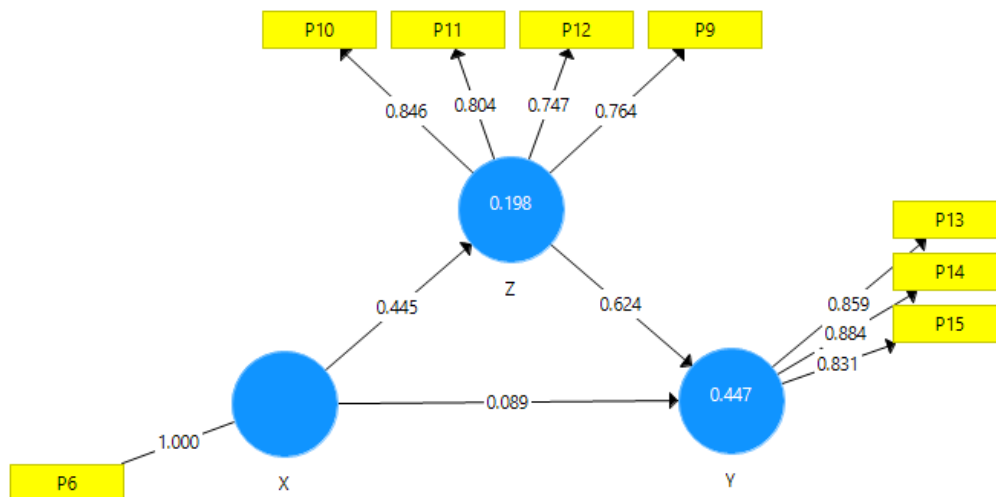
Based on the results in table (3.4.1.3), it states that the values of Cronbach's Alpha, rho_A, Composite Reliability and Average Variance Extracted (AVE) meet the reliability criteria.

3.4.2 Inner Model Test

In this model (inner model) is done to show the estimation between variables (Ghozali et al, 2015). As for the series of tests in the inner model is to use the coefficient of determination R-Squares or the goodness of fit model.

3.4.2.1 Goodness of Fit Model

In order to know the magnitude of the ability of the contribution value of the independent variable to the dependent variable, the goodness of fit model is used. The goodness of fit model in the SmartPLS 3.0 analysis was carried out using the R-Square coefficient of determination. R-square value estimation can be used to describe the effect of exogenous (independent) variables on endogenous (dependent) latent variables (Ghozali et al., 2015). And can be seen in the following image:



Picture2 Goodness of Fit Model

Based on the figure, referring to Cohen, (1988), the value of R-Square is divided into 3, namely, having a small effect (R-Square ≥ 0.02), having a moderate effect (R-Square ≥ 0.13), having a large effect (R-Square ≥ 0.26). The R-Square in this study, namely the act of communication which is the dependent variable (Y) has a large effect, namely with a score of 0.447 or with a percentage of 44%.

4. Hypothesis test

In calculating the hypothesis in order to know the effect between variables, it is done by the bootstrapping method. The bootstrapping approach is the result of a representation of non-parametric estimation accuracy in SmartPLS, so that it can be decided to accept or reject the hypothesis based on the significance value (P-value) and t-table value (Setiaman, 2021).

Based on Ghozali et al., (2015), the variable significance test can also be carried out with the path coefficients test, and the first order construct or t-test with outer loading. And the criterion for accepting or rejecting the hypothesis is if the significance value of the t-statistic is > 1.96 and or the p-value is < 0.05 at a significance level of 5% ($\alpha 5\%$). And can be reviewed in the following table:

Table 3.5.1 Hypothesis Testing Results

Hypothesis	Path	T-statistics	P Values	Results
H1	(X)»(Y) Situational Perception » Communication Action	2.060	0.040	supported
H2	(X)»(Z) Situational Perception » Situational Motivation	7.759	0.000	supported
H3	(Z)»(Y) Situational Motivation » Communication Action	17.329	0.000	supported
H4	(X)-(Z)-(Y) Situational Motivation becomes a mediator variable (intervening)	6.792	0.000	supported

5. Discussion

Based on the results of these statistical calculations in a study that tested the correlation of variables from the STOPS theory to students of Brawijaya University Malang in 2022 on the issue of sexual harassment in this Indonesian higher education environment. Shows that situational perception variables have (significant) influence on communication actions. Then the independent variable STOPS succeeds in explaining communication actions such as obtaining, selecting, and transmitting information. From this it means that, when students have a high perception of the issues that are happening, it will enable students to take actions of communication.

Based on these findings, it proves that one's communication actions during the issue of sexual harassment in the college environment occur are influenced by situational perception factors. What is interesting here is regarding the situational perception sub-variable (level of involvement), someone shows more active communication actions when they consider the issue of sexual harassment in Indonesian tertiary institutions to have a serious impact on student life and consider it relevant to themselves. Then based on these findings with the current context, it makes sense that feeling involved in this issue makes students need further information to deal with uncertain and still developing situations in Indonesian tertiary institutions.

Then situational perceptions have an influence on situational motivation. Regarding this, it means that, when students have high motivation regarding the issues that are happening, it will trigger students to take communication actions. The greater the level a person thinks about the problem of sexual harassment in Indonesian tertiary institutions, the stronger the motivation to take action to communicate. The greater the curiosity, and the desire to better understand a person's problem, the stronger the information behavior

The researcher also found that the situational motivation variable has a (significant) influence on communication actions, and at the same time is a significant mediator of the relationship between situational perceptions and communication actions. Regarding this, it means that, when students have high motivation regarding the issues that are happening, it will trigger students to take communication actions. The greater the level a person thinks about the problem of sexual harassment in Indonesian tertiary institutions, the stronger the motivation to take action is to communicate. And the greater the curiosity and desire to understand someone more about the problem, the stronger the information behavior. And in the end, when someone has a high perception, feels motivated, is triggered to respond,

Based on the points above, the effect of motivation is greater than perception. Because, at the level of situational perception sub-variables are only significant with the level of involvement. Then, this result seems to be intuitive to see that individual motivation is closely related to the situation and context in carrying out an action or in achieving certain goals.

On the other hand, the results of this study offer several theoretical and practical implications. In terms of theoretical implications, the study findings show the usefulness of the STOPS theory in the issue of sexual harassment in Indonesian tertiary institutions. Based on the results of statistical analysis of situational perception variables, this study confirms that the STOPS theory as a whole is consistent and accurate.

Furthermore, this STOPS theory provides an understanding that behind the act of communication or individual information behavior must always be based on situational perceptions of an issue or problem. Moreover, in terms of the situational perception sub-variable (level of involvement) which shows as the strongest reason to encourage someone to take active communication actions in response to an issue. This shows that someone who feels connected to an issue or problem will need more information to deal with the situation. Apart from the level of engagement, the results of the STOPS test are consistent with previous research.

More importantly, this research provides practical implications for university public relations professionals who want to encourage students, staff, and members to be active in ensuring the security of information facility services during issues of sexual harassment in Indonesian tertiary institutions, as a manifestation of involving them in preventing sexual harassment issues in Indonesian universities.

As for the practical implications of theory for public relations professionals in terms of problem recognition, university public relations practitioners need to emphasize that ongoing issues can be a serious threat to students, staff and all members. Then in terms of the level of

involvement (level of involvement), practitioners must convey that the issue is relevant and can have a serious impact on student life and can affect the quality of educational institutions. In terms of problem recognition, practitioners must emphasize how they can do something (act of communication) against any obstacles that may prevent them from responding to the issue of sexual harassment in Indonesian tertiary institutions so that they can contribute to solving the problem. This is important because if individuals feel many obstacles, especially obstacles related to a situation, then they tend to be passive. Therefore, this is important in order to foster confidence in an individual's ability to understand all information related to the issue of sexual harassment in Indonesian tertiary institutions, namely, the reference criterion. And ultimately foster individual motivation to perform communication actions in solving problems. this is important in order to foster confidence in an individual's ability to understand all information related to the issue of sexual harassment in Indonesian tertiary institutions, namely, the reference criterion. And ultimately foster individual motivation to perform communication actions in solving problems. this is important in order to foster confidence in an individual's ability to understand all information related to the issue of sexual harassment in Indonesian tertiary institutions, namely, the reference criterion. And ultimately foster individual motivation to perform communication actions in solving problems.

6. Conclusion

Overall, the results shown in this study state that this study confirms the STOPS (Situational Theory of Problem Solving) theory which is consistent and accurate in measuring the desired results from situational perception variables, situational motivation and communication actions in problem solving based on the model this theory on the issue of sexual harassment in Indonesian tertiary institutions in 2022 for students at the University of Brawijaya Malang.

7. Research Limitations

Although this study confirms Kim & Grunig's STOPS theory, (2011) overall it is consistent and accurate in measuring the desired outcome. However, this study also confirms research conducted by Lee, (2019), that the problem recognition sub-variable is not significant for communication actions. Then, this is an opportunity for further studies in other social demographics of the respondents, and the issues that are implemented.

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