Sexual Violence in Higher Education Institutions: Obstacles and Strategies in Creating Safe and Comfortable Campuses

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Abstract

Sexual violence on campus is a serious problem that requires immediate attention and action. This research aims to identify and explore implementation barriers and strategies for higher education institutions (HEIs) to create safe and comfortable campuses free from sexual violence. This research is qualitative-descriptive, with multiple study sites in Central Java and Special Region Yogyakarta, i.e., Universitas Sebelas Maret (UNS), Universitas Pembangunan Nasional Veteran Yogyakarta (UPN Veteran Yogyakarta), Universitas Negeri Yogyakarta (UNY), Institut Seni Indonesia Surakarta (ISI Surakarta), and Universitas Islam Negeri Walisongo Semarang (UIN Walisongo). The results indicate the main obstacles of HEIs in creating safe and comfortable campuses free of sexual violence are inadequate and not gender responsive in preventing and handling sexual violence. The HEIs need to build a more robust and comprehensive foundation to create a space that is free from sexual violence and supports the welfare of all academic community members. The findings suggest that the strategies to be developed are embedding the issue in the learning process, strengthening governance, and building community networks and collaborative partnerships.

Kekerasan seksual di lingkungan kampus merupakan masalah serius yang memerlukan perhatian dan tindakan segera. Tujuan penelitian ini untuk mengidentifikasi dan mengeksplorasi hambatan serta strategi implementasi perguruan tinggi untuk menciptakan lingkungan kampus yang aman dan nyaman serta bebas dari kekerasan seksual. Penelitian ini bersifat kualitatif-deskriptif, dengan lokasi penelitian di Jawa Tengah dan Daerah Istimewa Yogyakarta, yaitu Universitas Sebelas Maret (UNS), Universitas Pembangunan Nasional Veteran Yogyakarta (UPN Veteran Yogyakarta), Universitas Negeri Yogyakarta (UNY), Institut Seni Indonesia Surakarta (ISI Surakarta), dan Universitas Islam Negeri Walisongo Semarang (UIN Walisongo). Hasil penelitian menunjukkan bahwa hambatan utama perguruan tinggi dalam menciptakan lingkungan kampus yang aman dan nyaman serta bebas dari kekerasan seksual adalah belum memadai dan belum responsif gender pada implementasi pencegahan dan penanganan kekerasan seksual. Perguruan tinggi perlu membangun landasan yang lebih kokoh dan komprehensif untuk menciptakan lingkungan kampus yang bebas dari kekerasan seksual dan mendukung kesejahteraan seluruh warga kampus. Strategi yang perlu dikembangkan perguruan tinggi adalah menanamkan isu kekerasan seksual ke dalam proses pembelajaran, memperkuat tata kelola, dan membangun jaringan komunitas serta kemitraan kolaboratif.

Keywords: implementation barriers; implementation strategy; safe campus; sexual violence

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Introduction

Sexual violence is a complex and sensitive social problem that has received attention and coverage in various media, both mass, electronic, and social media (García-Moreno et al. 2015). Sexual violence manifests not only in the form of forced sexual intercourse, sexual harassment, sexual abuse, and rape, which threatens physical safety, but also in verbal (non-physical) sexual behavior, such as uttering words that are insulting, threatening, slandering, and sexually degrading the victim (McGlynn and Rackley 2017; Muehlenhard et al. 2017). Sexual violence has diversified and becomes more complex, occurring across domestic, public, and state domains (Heise, Ellsberg, and Gottemoeller 1999; Kelly 2013). Most cases occur in public places, including workplaces, public facilities, educational institutions, transportation services, and private places such as boarding houses or hotels (Stark and Ager 2011).

Cases of sexual violence affect 736 million women and estimates that the number will continue to increase in the next few decades (UN Women 2021). Value Champion found that Indonesia was the second-ranked country in the Asia Pacific and considered unsafe for women after the Philippines (Alum 2019). According to the Ministry of Women's Empowerment and Child Protection (Kemen-PPPA), in 2020, there were 2,240 cases of sexual violence recorded in Indonesia. This figure may only represent a small portion of the unreported cases, which could be many times higher than reported (Komnas Perempuan 2020).

The survey of Good News from Indonesia (GNFI) regarding the index of problems among young Indonesians, sexual harassment, and violence ranked first. Sexual harassment and violence cases in Indonesia are becoming more frequent. The sexual violence cases that occurred recently have even tarnished the reputation of the education sector. Schools, campuses, and even Islamic boarding schools, which should be safe and comfortable spaces for students, have become crime scenes where sexual "predators" perpetuate criminal acts (Setyowati 2022). This emergency demands a firm response from all levels of society, government, campus institutions, and human rights advocacy organizations (Strout, Amar, and Astwood 2014). Understanding the factors that drive sexual violence, as well as practical steps to prevent and overcome it, is essential to create a safe, fair, and supportive environment for all.

Sexual violence cases in educational environments have become a debated topic and are considered a pressing issue to be addressed (Ali 2024; Bondestam and Lundqvist 2020; Humphreys and Towl 2020; Iman-Nurchotimah et al. 2023). The cases occur at all levels of education. The National Commission on Violence Against Women regarding sexual violence in educational environments stated there were 67 cases of sexual violence in the 2015-2021 period. The types of violence can be categorized into physical, verbal, gesture, text or visual, psychological, sexual harassment, rape, forced pregnancy, forced abortion, as well as intimidation and sexual exploitation cases (Andriansyah 2022; Chaterine and Meiliana 2021).

In the Minister of Education, Culture, Research and Technology Regulation Number 30 of 2021 concerning Prevention and Handling of Sexual Violence in Higher Education Environments, it is explained that sexual violence

is any act of degrading, insulting, attacking, and other acts against a person's body, sexual desires, and function. It also includes reproduction, forced or against a person's will due to unequal power and gender relations, which causes a person to experience physical, psychological, sexual suffering or misery, economic, social, cultural, or political losses, and loss of the opportunity to carry out higher education safely and optimally. Sexual violence cases in higher education are increasingly widespread. Perpetrators not only perpetuate behavior or acts of sexual harassment and violence in the real world but also through online social media. The increasing development of technology makes it easier for perpetrators to access applications and social media to meet their sexual desires, such as through sexting (Agardh et al. 2022; Henry and Powell 2016).

The rates of sexual violence on campuses continue to rise, calling for effective prevention strategies (Jones, Farrelly, and Barter 2024; Wooten and Mitchell 2016) found that more than 30% of students reported experiencing sexual violence during their studies in college. Such incidents of sexual violence in various contexts of society, including on campus, reflect deep-seated problems that require immediate and thorough solutions. The increasing trends illustrate the scale of the problem. The number of sexual violence in Indonesia shows a worrying trend that involves various age groups and levels of society, implying that sexual violence cases indiscriminately claim victims. In addition, the low level of reporting and prosecution of perpetrators of sexual violence indicates stigma, fear, and a lack of trust in the legal system (Patterson, Greeson, and Campbell 2009). It creates an environment where victims do not feel safe to report the incident, exacerbating the problem and prolonging the

traumatic impact (Atoche-Silva et al. 2023; Gruber 2020; Tjaden and Thoennes 2000).

This research examines the barriers and strategies to create safe and comfortable campuses free from sexual violence based on case studies in higher education institutions (HEIs) in Central Java and the Special Region of Yogyakarta. The findings are helpful for the government to create policy regulations that provide space and encourage HEIs to prevent and effectively handle sexual violence cases actively.

The objectives of this research are 1) Describe the duties of HEIs in creating safe and comfortable campuses free of sexual violence; 2) Identify the obstacles HEIs face in creating safe and comfortable campuses free of sexual violence; and 3) Recommend appropriate strategies for HEIs to create safe and comfortable campuses free of sexual violence.

The novelty of this research is to examine sexual violence in several universities in Central Java and the Special Region of Yogyakarta, both in State Universities and Islamic-based Universities. This finding can be a reference for the government in making policy regulations that provide space and encourage universities to actively prevent and handle cases of sexual violence effectively.

This research uses a descriptive qualitative approach. Qualitative research solves problems by describing the condition of a research object (individuals, communities, or other institutions) according to the facts that occur, so this qualitative research emphasizes meaning rather than generalizations (Nawawi 2019). Descriptive qualitative research has various approaches in academic research based on different philosophical assumptions, strategies, data collection and analysis methods, and

understanding of data (Creswell and Creswell 2018). The use of a qualitative approach aims to understand more deeply what obstacles HEIs face in their efforts to create safe and comfortable campuses free from sexual violence, as well as the appropriate strategies to create such spaces. Meanwhile, the descriptive method was used to illustrate the actual conditions faced by each HEI and the proper approach to dealing with them. The data consists of primary and secondary data. Primary data was collected from observations and in-depth interviews with each task force for preventing and handling sexual violence at each HEI. Meanwhile, secondary data was collected from the literature, such as books, journals, research results, and other documents about relevant problems and theories.

The multi-site study carried out at several locations in Central Java and the Special Region of Yogyakarta, i.e., Universitas Sebelas Maret (UNS), Universitas Pembangunan Nasional (UPN) Veteran Yogyakarta, Universitas Negeri Yogyakarta (UNY), and Institut Seni Indonesia Surakarta (ISI Surakarta), which are under the auspices of Ministry of Education, Culture, Research, and Technology. Meanwhile, Universitas Islam Negeri (UIN) Walisongo Semarang is under the auspices of the Ministry of Religion. The five universities have different visions, missions, profiles, and learning systems. Data analysis uses individual case data analysis and multi-case analysis because the research was carried out in several locations. After collecting all the information or data, the analysis process uses the Miles and Huberman interactive analysis model with the following stages: editing, classification, verification, analysis of data, and drawing conclusions.

Previous research has identified five key elements for creating a safe and comfortable campus environment free from sexual violence: 1) the issuance and implementation of clear policies (Anggraeni 2023), 2) the provision of gender-sensitive infrastructure and integrated support services (Marfu'ah, Rofi'ah, and Maksun 2021), 3) the collaboration between campus leadership, stakeholders, and organizations to raise awareness and implement effective measures (Zahro et al. 2023), 4) gender education to promote equitable relationships, especially between faculty and students (Jatiningsih, Widianti, and Bilbina 2023), 5) and service centers that address the needs of survivors, emphasizing respect, trust, confidentiality, and trained professionals in emergency response efforts (Strout et al. 2014). This study uses four key elements as a reference to compare field findings from the five universities studied. The fifth element was not studied because it was included in the second element.

The Duties of Universities to Create Safe and Comfortable Campuses Free of Sexual Violence

Universities are responsible for providing knowledge and creating a safe and comfortable student environment (Banyard, Moynihan, and Plante 2007). There are four obligations of HEIs to create a safe and comfortable campus from sexual violence. The first obligation is to create regulations on the prevention and handling of sexual violence so that the campus community receives protection against cases of sexual violence (Brown, Banyard, and Moynihan 2014). In HEIs, several regulations related to the Prevention and Handling of Sexual Violence have been passed. Minister of Education, Culture, Research, and Technology Regulation Number 30 of 2021 concerning Prevention and

Handling of Sexual Violence in Higher Education Environments regulates how universities are responsible for preventing and handling sexual violence. HEIs, as formal institutions, have a significant role in providing learning not limited to academic learning but also soft skills (Sandler and Shoop 1997). The extent of regulations governing the prevention and handling of sexual violence can be seen in Table 1.

The research results found that four of the five Task Forces for the Prevention and Handling of Sexual Violence (PPKS) have regulations regarding PPKS, with one being drafted. Rules regarding the Prevention and Handling of Sexual Violence are regulated through the Chancellor's laws, except for UNS, which is regulated by the Academic Senate and Chancellor regulations. The two rules exist because UNS is a tertiary institution with PTNBH (State University with Legal Entity) status.

The results of this research are in line with the mandate of Minister of Education, Culture, Research and Technology Regulation Number 30 of 2021, which requires every state university to form a task force (SATGAS) for the Prevention and Handling of Sexual Violence (PPKS), including at UNS, UNY, UPN, and ISI.

Table 1
Regulations Governing the Prevention and Handling of Sexual Violence

College	Regulation	Standard Operating Procedures (SOP)	Survey Budget
UNS	• Academic Senate Regulation Number 3 of 2022 concerning Preventing and Handling Sexual Violence • Rector's Regulations UNS Number 48 of 2023 about Prevention and Treatment of Sexual Violence	SOP for recruitment SOP for reporting SOP for inspection SOP for sanction	Available every semester from 2023 and 2024
UPN	In the drafting process	SOP for handling sexual violence	Not Available
UNY	• Rector's Regulation Number 6 of 2022 concerning Overcoming Sexual Violence at Yogyakarta State University	SOP for reporting, SOP for prevention and treatment	Available, integrated with the regular budget of the PPKS Task Force, once a year
ISI	• Decision of The Rector of The Indonesian Arts Institute Surakarta • Number 425/IT 6.1/HK.00/2023 about Guidelines for Preventing and Handling Sexual Violence In The Environment of The Indonesian Arts Institute	SOP for complaints	There is no special budget, the funds are integrated with the regular PPKS task force funds.
UIN	• Rector's Decision State Islamic University Walisongo Semarang Number 300 of 2020 about Prevention and Treatment of Sexual Violence at Walisongo State Islamic University Semarang	SOP for prevention, treatment, and sanction based on Rector's regulation Number 129 Year 2021	Available, Integrated with the Centre for Gender Studies

Source: Interview, 2024.

Meanwhile, the results of this research are also in line with the mandate of the Minister of Religion Regulation No. 73 of 2022 concerning the Prevention and Handling of Sexual Violence, which has been ratified in the Education Unit at the Ministry of Religion which includes formal, non-formal and non-formal education, including Madrasas, Islamic Boarding Schools, and Religious Education Units, such as those at UIN, as well as Law No. 12 of 2022 concerning Crimes of Sexual Violence.

The passing of several regulations related to sexual violence indicates progress and gives new hope for the protection of the academic community, especially students. This regulation can be the first step for universities to create a safe, healthy, clean, inclusive, and comfortable educational environment that supports students' physical, cognitive, and psychosocial development and is safe from violence and injustice. This finding aligns with Brown (2014), who stated that higher education institutions have a moral obligation to address violence and a legal obligation to ensure that all campus residents can learn in an environment free from violence. However, implementing this regulation is not easy because not everyone understands the meaning, form, and actions that fall into the category of sexual violence, as well as where to report acts of sexual violence. It in line with Efrilia et al. (2023), who stated that universities need to take action against all forms of violence as a guarantee of the fulfillment of rights for campus residents, which can be in the form of information, education, legal protection methods, and easy access to reporting. The social construction of sexual violence in the educational environment is not entirely appropriate and in line with existing regulations. This finding is in line with Agardh et al. (2022), who stated that sociocultural constructions that conflict with existing regulations influence the implementation of these regulations.

The second obligation is the provision of supporting infrastructure for preventing and handling sexual violence. The primary duty of HEIs is to raise awareness of the problem of sexual violence among the entire academic community. HEIs are required to provide clear and detailed information regarding the impact of sexual violence and to be able to build shared understanding in efforts to deal with sexual violence. HEIs need to have clear policies and procedures regarding handling sexual violence. This policy must include a definition of sexual violence, forms of sexual violence, steps to prevent and handle cases, as well as the imposition of sanctions for perpetrators who are proven to have committed sexual violence (Beaton, LePere-Schloop, and Smith 2022; Orchowski and Gidycz 2012). This policy not only serves as a guideline but also a tool to provide protection and justice for victims (Fisher, Daigle, and Cullen 2010; Mukhlisiana et al. 2023).

The research found that all the PPKS task forces studied had SOPs regarding PPKS, but the number and types needed to be completed. Not all PPKS task forces received budget support for the PPKS survey. Some HEIs provide special funds for surveys every six months. There are also those whose survey funds are attached to the PPKS task force's regular funds or even to the Centre for Gender Studies because the position of the PPKS task force is attached to the Centre for Gender Studies. Apart from that, there is also the PPKS Task Force, which does not receive survey budget support from its universities. Thus, not all HEIs provide budget support to implement the Ministerial Regulation, which requires HEIs to conduct sexual violence surveys every six months.

The research results in Table 2 show that all HEIs under study have provided supporting infrastructure for preventing and handling sexual violence; however, the provision of this infrastructure is not evenly distributed to each organizational unit. Therefore, the risk of sexual violence remains high. This finding is in line with the opinion of Bondestam and Lundqvist (2020) that the limited availability of existing facilities and infrastructure and uneven distribution is a risk of violence, resulting in almost no evidence to support allegations of sexual violence experienced by victims. The infrastructure that needs attention is the provision of CCTV in each service unit evenly and the provision of communication media, information, and education in the form of banners or campus lighting. As for reporting services, most campuses studied already have online and offline reporting media, except that ISI has just provided an online platform.

Table 2
Provision of Supporting Infrastructure for Preventing and Handling Sexual Violence

College	CCTV	Information/Banner	Electric Lighting/Lamps	Reporting Channels
UNS	Yes, it is regulated according to policy in each work unit and is not evenly distributed.	Completely available at every faculty/work unit.	Bright enough but not evenly distributed, especially at night.	Reporting channels are provided online and offline with easy access.
UPN	There are only a few points.	There were no banners yet; there were only posters in the faculties, but now they are no longer there.	Bright enough but not evenly distributed, especially at night.	Reporting channels are provided online and offline with easy access.
UNY	There are only a few points.	Banners exist, but they have only been placed in the rectorate and each faculty, while not all of them exist in other units.	Bright enough but not evenly distributed, especially at night.	Reporting channels are provided online and offline with easy access.
ISI	Yes, to some point.	A limited number of banners are available, namely at the rectorate, deans, in the dance and ethno-musicology departments.	Bright enough but not evenly distributed, especially at night.	Only available via online platforms.
UIN	Yes, to some point.	There are banners, but they are limited and placed in front of LP2M (Institute for Research and Community Service).	Bright enough but not evenly distributed, especially at night.	Reporting channels are provided online and offline with easy access.

Source: Interview, 2024.

The third obligation is a collaboration between the PPKS Task Force and the Stakeholders. The collaboration with organizations and institutions outside the HEIs can strengthen efforts to prevent and handle sexual violence. Table 3 describes the collaboration between the PPKS Task Force and the stakeholders, both internal and external, at HEIs. It involves collaborating with law enforcement agencies, advocacy organizations, and local groups committed to creating a safe and comfortable environment free from sexual violence. To achieve this, HEIs are responsible for prevention by providing regular training to the academic community, including students, lecturers, educational staff, and outside elements such as campus residents and the general public. This training can include outreach, reporting complaints of sexual violence, and the role of each individual in creating a safe campus (Fitri, Haekal, and Almukarramah 2022; Nurcahyawati et al. 2023).

The PPKS Task Force in each HEI has collaborated with both internal and external parties to prevent and handle sexual violence more effectively. External collaboration is carried out primarily to provide professional support when the victims or perpetrators come from outside the university. Collaboration is also carried out between universities to strengthen the competence of the task force in carrying out activities to prevent and handle sexual violence.

Table 3
Collaboration between the PPKS Task Force and the Stakeholders

HEIs	Internal	External
UNS	Collaborate with academic and student affairs	Collaborate with DP3AP2KB and the Police
UPN	Collaboration with SKK and the legal department	Collaboration with the UGM psychology unit, the Women's Protection and Child Protection Department of the Special Region of Yogyakarta, and Sleman Regency
UNY	Collaborating with other service units at UNY, namely the Counselling Guidance Services Unit and the Disability Services Unit	Collaboration with the DIY Provincial Women's and Children's Protection Service, the Women's and Children's Integrated Service Centre (P2TPA) "Rekso Dyah Utami", the Women's Protection Non-Governmental Organization "Rifka Anisa", and the Yogyakarta Special Regional Police.
ISI	Internal collaboration with academic development for the integration of courses and ICT (LMS) is only limited to socialization and has not been integrated into the course.	Collaborating with DP3AP2KB, the Police, UNS, SPEKTHAM, and the Solo Regional Government
UIN	Collaboration with Service Institutions (student-based services such as CANDU (Complaints and Support), HALUH (Hopes and Complaints), Lingkar Psychology, FOSIA, An-Niswah. With UIN Walisongo Polyclinic, WHPDC, Counselling Bureau, and (Institute for Counselling, Consultation and Assistance Islamic Law)	Collaboration with the Technical Services Unit of the Provincial Women's Empowerment and Child Protection Service (DP3AKB) and LRC KJHAM

Source: Interview, 2024.

The importance of collaboration between stakeholders, both internal and external, is in line with Riwanto et al. (2023), which stated that eradicating sexual violence in higher education is a collective effort that requires joint efforts from all stakeholders. Key stakeholders in collaborative governance should include university leaders, faculty, education personnel, educators, students, student organizations, governmental and non-governmental organizations, media, community organizations, and community leaders.

The fourth obligation is integrating Gender Education and PPKS in Academic Courses. The research results show that not all PPKS task forces have integrated gender education in general subject groups at their HEIs. Understanding the relationship between gender and intentional sexual violence is carried out in seminar activities both at the university and at the national level. However, all HEIs introduce PPKS to all new students through PKKMB (Introduction to New Student Campus Life) activities. Thus, there are preventive efforts to prevent sexual violence, especially for new students at each university. This finding is in line with Agardh et al. (2022), who stated that the integration of gender education into courses related to the prevention of sexual violence is important because the imbalance in power relations between victims and perpetrators is the cause of sexual violence. Therefore, raising awareness of gender equality by integrating it into courses at HEIs is important. Table 4 briefly describes the integration of gender education and PPKS in academic courses in HEIs..

Table 4
Integration of Gender Education and PPKS in Academic Courses

HEI	Integration of Gender Subjects	PPKS Workshop	Orientation Activities for New Student Admissions
UNS	It has been implemented in several study programs but is not yet comprehensive.	National workshops and seminars related to PPKS have been held.	PPKS is delivered to new students in the PKKMB activity (Introduction to Campus Life for New Students).
UPN	Not yet integrated	-	PPKS is delivered to new students in the PKKMB activity (Introduction to Campus Life for New Students).
UNY	PPKS material at UNY has not been integrated into academic courses, except for Criminal Law and Criminal Procedure courses as part of the curriculum in the Civics Study Program, Law Science Study Program, Faculty of Social, Law, and Political Sciences -		PPKS is delivered to new students in the PKKMB activity (Introduction to Campus Life for New Students).
ISI	Gender is integrated into arts courses.	Is being designed	PPKS is delivered to new students in the PKKMB activity (Introduction to Campus Life for New Students).
UIN	Gender is integrated into courses.	A workshop has been held regarding gender justice and PPKS from an Islamic perspective.	PPKS is delivered to new students in the PKKMB activity (Introduction to Campus Life for New Students).

Source: Interview, 2024.

The Barriers to Creating a Safe and Comfortable Campus Free from Sexual Violence

Handling of cases of violence committed by campuses has been considered ineffective, so victims are reluctant to report them. Therefore, universities need to apply the principles of preventing and handling sexual violence in the form of mechanisms and SOPs that must be adhered to by all parties. There are several obstacles for universities in creating a safe and comfortable campus from sexual violence:

A. No gender-responsive higher education policy in preventing and handling sexual violence;

B. Lack of understanding and awareness about sexual and gender violence in HEIs;

C. No adequate budget support to ensure the creation of a safe and comfortable campus free from sexual violence;

D. Infrastructure and facilities are not supportive and may increase the risk of sexual violence;

E. Limited human resources with a professional understanding of preventing and handling sexual violence in each PPKS unit;

F. Lack of openness among victims in reporting sexual violence in HEIs.

Obstacles faced by universities in realizing campuses that are safe from sexual violence can be seen briefly in Table 5.

One of the main obstacles is policies are inadequate and not gender responsive in preventing and handling sexual violence. The HEIs under study have guidelines from the Minister of Education and Culture Regulations and Religious Observance Regulations. Unfortunately, some still do not have comprehensive policies to operationalize existing regulations or guidelines. The importance of gender-responsive policies was expressed by Rodriguez and Gonzalez (2020) and Fitri, Haekal, and Almukarramah (2022), who stated that organizations must have gender-responsive policies so that cases of sexual violence can be handled more professionally by siding with the victim.

The next obstacle arises from campus members' lack of awareness and education regarding consent (Clair et al. 2019; Le, Janssen, and Wubbels 2018). Even though many efforts have been made in HEIs, some members of the academic community do not understand the complexity of sexual violence and how to contribute to creating a safe environment.

Table 5
The Obstacles for HEIs to Create Campuses Safe from Sexual Violence

College	Barriers					
	A	B	C	D	E	F
UNS	No	Yes	No	Yes	Yes	Yes
UPN	No	Yes	Yes	Yes	Yes	Yes
UNY	Yes	Yes	No	Yes	Yes	Yes
ISI	Yes	Yes	No	Yes	Yes	Yes
UIN	No	Yes	Yes	Yes	Yes	Yes

Source: Summarized from interview results, 2024

The patriarchal culture and gender inequality in some HEIs are also significant obstacles. Patriarchal culture on campus can have a major impact on the frequency and severity of sexual violence (Kalra and Bhugra 2013; Riwanto et al. 2023). Unequal power structures and fragmented views of gender roles can reinforce inequalities and hinder efforts to address sexual violence effectively. The stigma towards victims of sexual violence and fear of reporting is another major obstacle. Some victims may be reluctant to report their experiences for fear of being ostracised or facing negative consequences, especially if the perpetrator has a high position or influence on campus. In addition, HEIs are often faced with obstacles in providing adequate psychological support for victims of sexual violence. Limited resources and limited access to mental health services can make it difficult for victims to overcome the traumatic impacts they have experienced. In some cases, efforts to create safe spaces from sexual violence are hindered by financial constraints and the demands of other priorities facing HEIs.

Higher Education Strategy

HEIs need to take steps to overcome obstacles in creating safe and comfortable spaces free from sexual violence. In the Minister of Education, Culture, Research and Technology Regulation Number 30 of 2021, Article 6 explains the prevention strategies HEIs must carry out. In this strategy, HEIs must have a sense of partiality and prioritize the best interests of victims (Sandler and Shoop 1997). This strategy can be implemented by: a) Assessing and mapping situations that have the potential for sexual violence to occur, which can be used as material for creating programs or

policies; b) Holding seminars, workshops, conferences, discussions, and outreach on preventing sexual violence (Brown et al. 2014); c) providing anti-violence education, which can be done by maximizing learning through various media about anti-violence. The three layers of preventive measures must be done: through learning, strengthening governance, and building the culture for the students, educators, and education staff (Efrilia et al. 2023).

Prevention through learning can be done by developing a gender-responsive curriculum so that campus residents increasingly understand forms of gender discrimination (Flood 2015; Konlan and Dangah 2023). On a small scale, several universities have implemented gender-responsive courses as compulsory courses for students so that students' understanding of gender awareness and sexual violence has increased. In addition, prevention can be done through research and community service. Several universities, including UNS and UPN, have researched the prevention and handling of sexual violence.

Prevention through strengthening governance includes the preparation of SOPs and comprehensive policies related to the prevention and handling of sexual violence. Universities strive to prepare and update comprehensive policies related to sexual violence (Sandler and Shoop 1997). Several universities have implemented comprehensive policies related to sexual violence through the Chancellor's Regulation, which includes the definition of sexual violence, reporting handling mechanisms, case-handling steps, and sanctions for perpetrators. The Chancellor's Regulation is a guideline for the prevention and handling of sexual violence. This is also accompanied by the issuance of the SOP for the Prevention and

Handling of Sexual Violence, which regulates the mechanisms for the prevention and handling of sexual violence. The SOP is a guideline for the academic community to implement the Chancellor's Regulation. This strategy has been developed in several universities. However, several universities still use policies or guidelines from the Regulation of the Minister of Education, Culture, Research, and Technology Number 30 of 2021 and the Regulation of the Minister of Religion.

Prevention through community empowerment can be done by providing information, campaigns, and other forms related to sexual violence (Bryson 2004; Moynihan et al. 2010; Rodríguez-Rodríguez and Heras-González 2020). HEIs need to organize awareness education and training programs regularly. It needs to involve the academic community, including students, lecturers, education staff, campus residents, and the general public, to increase understanding about sexual violence and consent, as well as efforts to prevent and report cases.

Another strategy is through the formation of a task force or unit that handles the prevention and handling of sexual violence. Several HEIs have established task forces using different mechanisms and methods, including at UNS, UPN, and UNY. The task forces need to be responsive by adhering to the mandate of the existing guidelines. Unfortunately, this did not happen with ISI, which is still making several adjustments before finally forming the PPKS task force. Unlike other HEIs, UIN has a different mechanism and is directly supervised by the Ministry of Religion. In the existing mechanism, UIN appointed the head of the Integrated Services Unit for the Center for Gender and Child Studies (ULT PSGA) to carry out the duties of the Sexual Violence Prevention and Handling task force in creating a safe and comfortable

campus free from sexual violence. This finding is in line with Efrilia et al. (2023), who stated that organizations must have a special unit that handles the prevention and handling of violence so that it can become a forum to protect victims and prevent cases of violence from occurring.

The HEIs have also formed partnerships with external organizations that focus on sexual violence issues. These partnerships can provide additional resources, counseling support, and more detailed guidelines in dealing with sexual assault cases. This finding is in line with Riwanto et al. (2023), who stated that universities in the United States, the Netherlands, and Canada take an approach to preventing and handling sexual violence that includes victim services and support, including working with counseling partners. In addition, psychological support and counseling services for victims of sexual violence are needed, which include providing a safe space to talk, mental health resources, and ongoing support to help victims overcome the traumatic impact. Providing counseling space for victims is needed because victims affected by sexual violence experience anxiety, post-traumatic stress disorder, and even physical illness, as stated by Agardh et al. (2022) and Mukhlisiana et al. (2023).

Universities need to ensure that reports of sexual violence are handled with sensitivity to the needs of victims. The process needs to involve authorities trained in handling cases of sexual violence empathetically and fairly. HEIs must strictly enforce policies and provide appropriate sanctions to perpetrators of sexual violence. It creates a transparent environment where such actions are punishable and not tolerated. The importance of sensitivity towards victims was expressed by Bondestam and Lundqvist (2020), who stated that almost all victims of sexual violence in higher education do

not want to report to higher education because they are afraid and ashamed.

Conclusion

Promoting a campus that is safe from sexual violence is a shared responsibility. HEIs have a vital role in dealing with and preventing sexual violence on campus. With heightened awareness, transparent policies, practical training, adequate psychological support, and strong partnerships, HEIs can lead the change toward a safe, comfortable, and supportive campus for all its members. It is an investment in a sustainable and inclusive future. The existence of these steps can make the campus a safe and comfortable space that can support academic growth and is free from sexual violence.

This study has limitations because it does not involve the representation of Indonesian universities according to their status, namely the status of state universities with legal entities, public service institution universities, and work unit universities. Therefore, further research is needed by considering the representation of the status of universities in Indonesia so that a comprehensive picture of the strategy for preventing and handling sexual violence in universities can be obtained.

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