







Mitigating Sexual Violence in the Environment Towards a Safe and Fair Campus

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Abstract. Unequal power relations increase the risk of sexual violence. The same applies to the world of education, which should not exist. The problem is that the awareness of maintaining the spirit as an equal, safe and comfortable space does not always exist in the academic community. This is the responsibility of its managers. By taking a case study, this research shows how the role of the entire academic community is to minimize the risk and deal with problems of sexual violence. The law is adequate, but its implementation is different in different social contexts. By taking the case of one Campus X, there are two different patterns in handling it. On the one hand, it is cautious and on the other hand it is very responsive, even though it has to be hampered at the center under the pretext of applicable regulations.

Keywords: Sexual Harrasment, Mitigating, Responsive.

1 Preliminary

Campuses are safe havens for everyone. On campus, people seek knowledge with equality and respect for humanity. First, campuses are places where knowledge and skills are transformed to develop human honor. It is the physical form of higher education instituted in medieval times (universitas magistrorum et scholarium). [1] Second, although as a normative concept, acts of violation of human honor are violations of the law. [1], [2], [3] Therefore, acts of sexual violence on campus should not exist. Sexual violence is an act of destroying human honor both physically and mentally. [4], [5] The issuance of *Permendikbudristek* No. 30 of 2021 concerning Prevention and Handling of Sexual Violence in the Higher Education Environment is an artifact of the existence of this behavior.

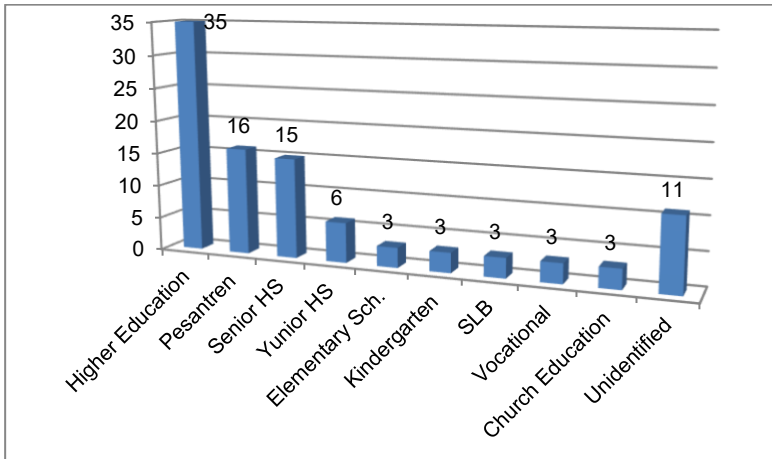


Fig. 1. Percentage of Sexual Violence in Educational Institutions 2015-2021[6]

Based on the Komnas Perempuan report, sexual violence behavior actually occurs in all public spaces, including educational institutions. In educational institutions, from 2015 to 2021, sexual violence in universities topped the list (Figure 1). There are several things to address the data on sexual violence. First, there is no detailed data record based on the locus of the incident in 2021. Komnas Perempuan's final record in 2023 only shows that out of 869 cases of sexual violence, only 37 cases were in educational institutions. Secondly, the data becomes even more interesting when describing the position of the perpetrators and survivors. Third, the type of sexual violence is never mentioned, even though it is very necessary to understand the incident. Nevertheless, the data already shows a very high level of preference for the incidence of violent acts in higher education. On the other hand, given the type, acts of sexual violence are often not realized by both perpetrators and survivors. "Mild" types of sexual violence are often considered "normal." This means that the data is the culmination of a hidden and shameful phenomenon of violence.

The type of sexual violence becomes more complicated with the presence of social media. Through social media, perpetrators can commit cyber bullying, but also sexual violence. A number of studies have shown the use of social media to commit acts of sexual violence against their victims, ranging from seduction to indecent posing and recording sexual activities. The recordings are kept and used as a threat to the victim if they do not follow the will of the perpetrator. Since the 2000s, this pattern has developed into pornographic video clip products, so there are campaigns to remind people not to be naked in front of the camera.[7]

Social media, on the other hand, also serves as a public space for victims to speak up. In a real space with a patriarchal cultural climate, before the issuance of regulations on the prevention and handling of sexual violence, victims were often in a dis-

advantageous position. Incidents of sexual violence were considered as the victim's negligence, whereas as researched by Artaria, the perpetrator was actually clever and deliberately played a role to deceive the victim.[8] When the post on social media went viral, the university management then took the investigation of the incident. This is often done solely for the sake of the college's good name.

When looking at a number of previous studies, sexual violence is indeed difficult to uncover. Except for what Artaria did by looking at cases of sexual violence in her environment, most studies reveal more about how the academic community perceives sexual violence, especially among students. Meanwhile, a number of university associations in the United States and Australia routinely conduct studies on the potential and mitigation of universities against sexual violence.

In Indonesia, prior to the issuance of *Permendibudristek* No. 30 of 2021, the previous years were a difficult time for universities, especially public universities, when facing sexual violence, especially if the perpetrators were lecturers or administrative staff with ASN status. Although there are regulations on employee discipline, technical guidelines that are more rigid, fast and responsive are still needed, especially regarding matters of morality.

Sexual violence and its impact in higher education. Sexual violence in higher education refers to a range of behaviors including verbal, physical abuse and even rape, committed without the victim's consent. In the study of sexual misconduct, several terms are used, including: sexual harassment, sexual violence, sexual assault and sexual abuse. These terms refer to sexual acts and their consequences. The term sexual harassment is used more in a broader sense, ranging from demeaning actions, inappropriate attention or actions (stares, catcalling, sending videos or pictures to stalking), sexual coercion, bribery and sexual offenses. Meanwhile, sexual violence refers more to verbal and non-verbal actions to force someone to engage in unwanted sexual activity and sexual assault is more about the physical act of forcing someone to rape. It is different from sexual abuse committed by people who have power or position." [4], [9], [10]

The last two have become a serious and worrying concern for universities in the world, especially the United States, Australia and European countries. Meanwhile, incidents of sexual harassment occur in almost all countries of the world. Knowledge and awareness of the campus elements are the keywords for the disclosure of these cases. In fact, the consequences of the incident can be fatal for the victim. In cases of sexual violence, victims often experience post-traumatic stress disorder, anxiety, and depression that affect their overall mental and emotional well-being. In fact, these psychological impacts can extend far into the victim's daily life, affecting social relationships, employment, and overall quality of life." [11], [12] Not only that, the impact of sexual violence also reaches the academic aspect of the victim. Research

shows that victims often experience a decrease in academic performance, difficulty concentrating, and even dropping out of school due to the trauma they experience [5], [13], [14] This underscores how important it is to understand how serious the impact of sexual violence is on victims in the college environment.

A deep understanding of the definition of sexual violence and its impact in higher education is essential. With a better understanding, colleges can take more effective steps in preventing and responding to sexual violence. A holistic approach involving education, training, and implementation of appropriate policies needs to be implemented to create a safe and supportive environment for all members of the college community [15].

Thus, efforts to mitigate sexual violence must involve all stakeholders in higher education, including students, staff, and faculty. Collaboration between parties, deep understanding, and concrete actions are key to addressing this serious issue and creating a safer and more inclusive college environment for all." [13]. Sexual violence commonly occurs on campus in verbal and nonverbal forms. The efforts made by the campus to prevent and overcome the practice and impact of sexual violence include establishing a task force for the Prevention and Handling of Sexual Violence. This task force carries out preventive and repressive functions in handling sexual violence practices on campus.

Sexual Violence Mitigation. Sexual violence mitigation refers to a series of steps or actions taken to reduce the risk of, prevent, and respond to sexual violence in an environment, such as higher education. This mitigation approach aims to create a safe, supportive, and zero-tolerance environment for sexual violence.

Sexual violence mitigation refers to a series of steps or actions taken to reduce the risk of, prevent, and respond to sexual violence in an environment, such as higher education. This mitigation approach aims to create a safe, supportive, and zero-tolerance environment for sexual violence. It can only take place when it involves proactive efforts in identifying risk factors, establishing clear policies, and providing education and training to all members of the college community [16].

The mitigation approach to sexual violence also includes comprehensive prevention measures, such as the establishment of a supportive culture, awareness campaign, and support for victims. For this reason, a structured policy in the prevention of sexual violence in the university environment, which includes reporting procedures, investigations, and sanctions for perpetrators. Thus, mitigating sexual violence not only tackles cases that have already occurred, but also seeks to prevent them from occurring in the future [15], [17].

Mitigating sexual violence is not just about individualized action, but also re-quires a broad cultural shift that rejects all forms of violence and promotes gender equality. It involves efforts to change social norms that allow sexual violence to occur, as well as strengthening norms that support safety and justice for all individuals within the college community. Through a holistic and integrated approach, mitigating sexual violence in higher education aims to create a safe, supportive, and inclusive environment for all members of the community, as well as reduce incidents of sexual violence and its harmful effects

2 Research Method

This research uses a qualitative approach with a case study. Although the analysis was conducted in 2024, the two events recorded occurred during the COVID-19 pandemic. The conditions of the COVID-19 pandemic have made it difficult to open up. These two cases are the beginning of the "openness" of sexual harassment on campus. These two cases actually occurred before the issuance of *Permendikbudristek* No. 30 of 2021. As is the tradition in qualitative research, the names of the universities, perpetrators and victims are disguised.

Through a study of event documentation sourced from a number of mass media, the research team reconstructed the event, the context of the event to the profile of the victim and perpetrator. Meanwhile, the research team's understanding of the campus environment became the basis for understanding the context of the event. Understanding the campus context is very important because it produces a culture of relations between the academic community.

Through ethnomethodology analysis, especially text and context analysis, the re-search team first coded, then connected between codes. From this analysis, a reconstruction of the events and mitigation of violence in higher education, especially during the pre *Permekdibudristek* No. 30 of 2021 and the beginning of its implementation fills the empty space.

3. Discussion

Campus X: An Unpretentious Academic Community in a Cosmopolitan City. Historically, the university was established in the 1950s in line with the Soekarno administration's national character building efforts. In the post-independence period, the government's awareness of the need to expand access to education across the country was the basis for the establishment of a number of colleges of education personnel. Initially, some of these universities were under the current major universities, then gradually separated and became their own universities. In 1999, the poli-cy of the B.J. Habibie administration provided an expansion of the mandate to develop non-educational study programs. Its status also changed to university [18].

This history creates a different climate from its parent universities. Firstly, the composition of the academic community originated more from simple communities outside the cosmopolitan city. Secondly, although it does not refer to feudalism, the daily culture refers more to a traditional society with respect for seniority or more precisely for the educator. The tradition of kissing hands (Java: *salim*) when meeting their educators shows a form of respect for a student. *Salim* is not only part of Javanese ethics,[19] but also the culture of *pesikiran santri*. [20], [21] As a consequence, this respect gives a high position to teaching staff and education personnel.

This campus culture is further established because of its position or location. It is located in the vicinity of Jalan Ahmad Yani. The road connects the cities of Surabaya and Sidoarjo, but goes inland for about 200 meters. The campus is in the vicinity of a migrant settlement. Some of the owners then open boarding houses or rented houses. The need for boarding houses or rented houses increased when a number of universities were established around the area and a mall was added in 2006. This means that the ecological conditions did not accelerate the transition from an earthy culture to a cosmopolitan culture.

Dark Spaces of "Sexual Violence" on Campus. Sexuality practices, whether they can be categorized as sexual harassment or not, are actually not new. However, it is part of the collective memory gathered from various "rumor" stories among the academic community, especially education personnel and teaching staff. The rumors will pass along with the natural departure of the perpetrators and / or victims. Unfortunately, there is no reporting from the "victims". Even if there is, the settlement is "familial."

This was very surprising when a victim report occurred during the COVID-19 Pandemic. A female student, let's call her A, came to her academic advisor. She reported that one of her lecturers, let's call him X, had committed sexual violence. Her closeness to the lecturer began in a lecture. Although it took place online, the closeness began with interaction through personal whatsapp (*japri*). Seduction after seduction took place until the invitation to become a research assistant to the lecturer. The lecturer then took her outside the city of Surabaya and sexual violence occurred.

After examining the victim's report, the perpetrator used a combined pattern of power-player, confidante and situational harassment. He gave compliments and a good position in the lecture. He was aware of the victim's emotional situation. He also told her about his own situation to elicit sympathy." [22] Although in the examination of the perpetrator, the relationship between the victim and the perpetrator was that of lovers.

The second case had actually taken place a year earlier. From a number of mass media reports, the perpetrator kissed the victim in the evening after thesis guidance. This action occurred a year before the victim "spoke up" on Instagram.

Position Holders' Stuttering in Handling Sexual Violence Cases. The incident took place at the end of 2020, only reported to the institution, through the head of the study program (kaprodi) five months later. By the Kaprodi, A was asked to make a statement. Based on the statement, the Kaprodi asked the faculty leader to immediately respond through a letter requesting follow up. The response was carried out by first hearing the testimony of the reporting witness. Based on the report, the leadership formed an investigation team and the kaprodi revised the follow-up request letter because structurally the kaprodi did not have administrative authority. The letter was submitted on behalf of the head of the department.

4. Conclusion

Mitigating sexual violence in higher education is a crucial effort to create a safe and conducive educational environment. Through literature review and policy analysis, this research emphasizes the importance of clear and structured guidelines in the prevention and handling of sexual violence. The Regulation of the Minister of Education, Culture, Research and Technology Number 30 of 2021 on the Prevention and Handling of Sexual Violence in Higher Education provides a strong legal basis, but its implementation requires commitment from all elements of the campus.

This study identifies several key aspects that must be considered in mitigating sexual violence, including continuous education and socialization, psychosocial support for victims, and strict enforcement of sanctions against perpetrators. The study also highlights the important role of the Anti-Sexual Violence Task Force (Satgas) in ensuring that reporting and case handling procedures are effective and transparent.

With comprehensive mitigation guidelines in place, it is hoped that universities can be more proactive in preventing sexual violence and providing responsive support mechanisms for victims. In conclusion, collaboration between the government, educational institutions, and the wider community is needed to address this issue in a holistic and sustainable manner. This research makes an important contribution to the academic literature and practice in the field, as well as to the field of sexual violence in higher education in the future.

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