

Non-Sexual Violence Values in Academic Culture of Universities in Indonesia

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ABSTRACT

Sexual violence that happens in Indonesian universities is often considered trivial and receive little attention. Universities that are healthy, comfortable, safe, and free from sexual violence will ensure the continuity of educational activities. Colleges or universities should be a place for students to gain knowledge and improve morale. This article focuses on describing the non-sexual violence values developed by universities in their academic culture. This qualitative research was conducted at Universitas Negeri Malang (UM), Universitas Sumatera Utara (USU) and Universitas Palangkaraya (UPR). Data was collected through surveys, in-depth interviews, focus group discussions (FGD), secondary data review, and observation. The results of the study showed that universities have developed non-sexual values by strengthening the governance of higher education institutions and the culture of the community of students, educators, and educational staff.

KEYWORDS

sexual violence; non-violence values; academic culture

INTRODUCTION

Sexual violence that happens in Indonesian universities is often considered trivial and receive little attention. Stakeholders involved in universities management seem to be tolerant of the cases. This is inconsistent with the nature of the academic community, which should promote transparency and empathy towards scandals that undermine human rights. Indonesia's National Women's Commission reported that between 2015-2020, 27% of sexual violence cases reported by educational institutions occurred in universities. Indonesia's Ministry of Education, Culture, Research and Technology conducted a survey on sexual violence in 2020 and found that 77% of respondents admitted that sexual violence had occurred on their campus and 63% of victims had not reported their cases (Hendayana, 2020). These findings suggest that the rate of sexual violence in tertiary institutions in Indonesia is concerning. In addition, most campuses in Indonesia have not treated sexual abuse seriously. It, thus, has damaged the image of Higher Education as an educational institution that should apply high moral standards (Hamid, 2022).

Colleges or universities should be a place for students to gain knowledge and improve morale. However, by this time they have actually turned into a dangerous place inhabited by sexual predators. Budd et al (2019) analyzed more than 5,000 incidents of sexual violence at universities in the US (1993-2014) and found that victims of sexual violence, both boys and girls, were on average 19 years old. Another interesting fact is that the median age of female perpetrators of sexual violence is 23 years old, while the median age of male perpetrators of sexual violence is 29 years. This is one of the reasons why women in

universities are often victims of sexual violence. Besides, sexual violence is common among female students in the early years of their studies.

According to the Law of the Republic of Indonesia No. 12 of 2012, higher education functions to (1) develop skills and shape dignified national character and civilization within the framework of forming the life of the nation; (2) develop innovative, responsive, creative, skilled, competitive and cooperative academics through the implementation of the *Tridharma* of Higher Education; (3) develop science and technology by paying attention to and applying human values (Undang-Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi, n.d.). To achieve their maximum function, higher education institutions must establish a good academic culture, including one that is free of sexual violence. According to the mandate of the Minister of Education, Culture, Research and Technology (*Permendikbudristek*) Order No. 30 on the Prevention and Management of Sexual Violence in Higher Education, higher education institutions must have a basic policy to formulate policies and take measures to prevent and deal with sexual violence related to the implementation of Universities *Tridharma*, either on or off campus. In addition, colleges are also responsible for promoting a humane, dignified, equal, inclusive, and cooperative life on campus. Higher education institutions must ensure that no violence can occur between students, educators, educational staff or campus residents in higher education institutions (Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Tentang Pencegahan Dan Penanganan Kekerasan Seksual Di Lingkungan Perguruan Tinggi, n.d.). Academic culture should not only enhance students' intellectual intelligence, but also promote positive character values such as honesty, truth, and service to humanity (Sudarmanto et al., 2021).

Sexual violence in universities has become an increasingly important social problem (Budd et al., 2019). Sexual violence has a significant impact on the mental health of college students. Students who are victims of sexual violence or harassment experience psychological pressure, depression, and anxiety, leading to loss of appetite, disordered behavior, reduced academic performance and concentration in class. Students who are sexually abused tend to leave the classroom during class time. Sexual violence also has a negative impact on the victims' grade point average (GPA). In fact, 34.1% of students who drop out of school are victims of sexual violence. These disturbing findings show that the university needs to do more. If sexual violence is not addressed immediately, it will continue to afflict students and become a chronic disease that is difficult to cure (Mengo & Black, 2016).

The urgency of this research is to help higher education leaders grasp the potential of higher education institutions in developing a non-violent academic culture. Thus, by strengthening academic culture, university leaders can immediately take concrete steps to create a campus that is healthy, comfortable, safe, and free from sexual violence. Academic culture in general can be interpreted as the totality of academic life and activities that is lived, interpreted, and practiced by members of the academic community in educational and research institutions. According to Law of the Republic of Indonesia No. 12 of 2012 on Higher Education, Article 11 (1), an academic community has scientific tradition and academic culture. Paragraph 2 of the article states that academic culture refers to all value systems, ideas, norms, actions and works derived from science and technology in accordance with the principles of higher education (Marfu'ah et al., 2021).

Much research has been done on academic culture that is synonymous with scientific culture, but research on academic culture that is free from violence has not been widely studied. The research entitled *System for the Prevention and Handling of Sexual Violence in Campuses* only focuses on the need for regulation in the prevention and handling of sexual violence. Other research relates to policy implementation, namely *Implementation of*

Policies for Handling Cases of Violence against Women and Implementation of Regional Policies in Handling Problems of Violence Against Women (Susiana, 2016). After the issuance of the Minister of Education and Culture Regulation Number 30 of 2021, research has appeared entitled Legal Perspectives on Efforts to Anticipate and Resolve Sexual Violence in Higher Education; Analysis of the Minister of Education and Culture and Research and Technology No 30 of 2021 and the Social Construction of Violence in Higher Education Sociological Perspective; and Analysis of Permendikbudristek Number 30 of 2021 in Efforts to Prevent Sexual Violence (Oslami, 2021). The three studies are more directed at critical reading of the substance of Permendikbudristek No. 30 of 2021 as a regulation that binds tertiary institutions in Indonesia and there are articles that require a more detailed explanation because there are pros and cons.

Research has been done on academic and scientific culture. However, research on nonviolent academic culture is still scarce. The research entitled System for Prevention and Handling of Sexual Violence in Campuses focused only on the need for regulations to prevent and deal with sexual violence (Marfu'ah, Rofi', et al., 2021). Other research relates to the implementation of policies in dealing with cases of violence against women (Ningrum & Hijri, 2022). Following the issuance of *Permendikbudristek* No. 30 of 2021, Hamid (2022) examines the legal perspectives for efforts to anticipate and resolve sexual violence in higher education institutions. In addition, (Adawiyah et al., 2022) conducted an analysis of *Permendikbudristek* No. 30 of 2021 and the social construction of violence in higher education institutions from a sociological perspective. Oslami (2021) also conducted an analysis of the same regulations, namely regulations enacted to prevent sexual violence. These related studies mainly focused on analyzing the content of *Permendikbudristek* No. 30 of 2021 as a regulation binding university in Indonesia. Therefore, a more detailed explanation of the articles on this regulation is required, as these articles have had pros and cons among the academic community.

Academic culture is an indicator of higher education quality. A good academic culture is an investment. It ensures the achievement of educational and development goals in general. In relation to this academic culture, the desire to behave (behavior intention) of an individual is determined by the culture in the group (Japariato, 2006). For example, the behavior of individual students at a university is determined by the academic culture developed at the university. As a result, every student attending the same university tends to behave in the same way. Similarly, members of the higher education community are also influenced by the culture within the institution. Therefore, all parties involved in higher education must work together to develop and build an academic culture free from sexual violence.

The academic culture of a university is influenced by many factors. To achieve educational goals, the implementation of higher education needs to be supported by a good educational organization system, as well as adequate facilities and infrastructure (e.g., quality human resources and facilities to support learning and teaching processes). Academic culture is also influenced by the implemented curriculum. These factors play an important role in developing an ideal academic culture. A good academic culture is the embodiment of a healthy, comfortable, and safe learning environment, including one that is free from sexual violence. Campuses must provide a conducive atmosphere in which students can grow and develop. A non-violent campus aims to prevent violence by empowering and educating all campus residents about a healthy campus, providing convenience and security for victims of violence to report cases they experience, protecting the victims and survivors of violence, and following up on reports of violence (Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Tentang Pencegahan Dan Penanganan Kekerasan Seksual Di Lingkungan Perguruan Tinggi). Therefore, the current study examined the academic culture at three

public universities in Indonesia, namely Universitas Negeri Malang (UM), Universitas Sumatera Utara (USU) and Universitas Palangkaraya (UPR). Specifically, this study aimed to describe university efforts in promoting the values of non-violence in academic culture by improving university management and the community culture of students, educators, and educational staff in higher education institutions.

RESEARCH METHODS

The current study was descriptive qualitative in nature. Data collection was performed at Universitas Negeri Malang (UM), Universitas Sumatera Utara (USU) and Universitas Palangkaraya (UPR). The three universities are state universities located in three different regions on different islands in Indonesia. UM is on the island of Java, USU on the island of Sumatra, and UPR on the island of Kalimantan. The data was collected through survey, interviews, focus group discussions (FGD), observations and studies for the documentation/checking of secondary data.

The surveys were conducted among students, faculty, and teaching staff (administrative staff) at the participating universities. The respondents came from different educational backgrounds, either from social sciences or natural sciences. The students were currently in their 5th semester. Sixty percent (60%) of respondents were female. The number of respondents and the gender of the respondents are shown in Tables 1 and 2.

Table 1. Respondents from UM, USU, and UPR based on Gender

Gender	UM	USU	UPR
Male	40 (27%)	76 (33.7%)	53 (37%)
Female	103 (70%)	149(66.2%)	87 (61%)
Not mention	5 (3%)	0	3 (2%)
Total	147 respondents	225 respondents	143 respondents

Table 2. Respondents from UM, USU, and UPR based on Occupation

Occupation	UM	USU	UPR
Student	101 (69%)	143 (63.5%)	(58%)
Administrative Staff	15 (10%)	28 (12.4%)	(8%)
Faculty	31 (21%)	54(24%)	(34%)
Total	147 respondents	225 respondents	143 respondents

Interviews were conducted with the heads of related tertiary institutions, including academic directors, directors of student affairs, administrators of gender studies centers/the like, heads of psychology centers/the like, managers of university courses, heads of the task force unit for the Prevention and Handling of Sexual Violence. Interviews were also conducted with victims of violence and the university leaders. Secondary data included university regulations or policies related to the prevention and handling of sexual violence, college profiles, and documents obtained from other relevant sources (such as journals, newspapers, internet articles, and others). Focused Group Discussions were held with student representatives, representatives of academic staff, faculty, and the university leaders.

This study was conducted in seven phases, namely (1) conducting surveys to collect data on academic culture in higher education institutions related to nonviolence values; (2) conducting interviews to collect data on university governance that supports a non-violent academic culture; (3) conducting FGDs to confirm survey results and discuss prevention and management of sexual violence cases; (4) making observations to portray campus conditions, infrastructure facilities that support the prevention of sexual violence on campus;

(5) collecting secondary data on sexual violence on campus; (6) analyzing research data using a descriptive qualitative method; and (7) writing a research report.

RESULTS AND DISCUSSION

This section discusses the results of the research. The discussion part is divided in two sub-headings as follows.

Academic Culture through Higher Education Management to Promote Non-Violence Values

An academic culture that can prevent violence can be built by establishing a university administration system that supports the development of non-violence values. According to (Marginson and Considine, 2000), administration system in the context of higher education includes internal relationships, external relationships, and the intersection between them. Thus, administration at a university is associated with setting values within the university, their systems of decision-making and resource allocation. Academic administration is also related to the mission and purposes of the university, patterns of authority and hierarchy, and the relationships between the university as an institution and the various academic worlds within and the worlds of government, business, and community outside.

To prevent and deal with sexual violence, higher education administration should focus on how the institutions are developing academic freedom that is not limited to education, research, and community service (also known as the Tridharma of higher education). However, the implementation of the Tridharma in higher education must promote a sense of safety from sexual violence because sexual violence can happen to anyone, by anyone, anywhere, at any time. This means that everyone has the potential to be a victim and perpetrator of sexual violence, and all places and activities have the potential to become scenes of sexual violence. In the survey, respondents admitted that college students, faculty, and staff may experience sexual violence in a variety of settings, places, and times, such as in the classroom, on campus (when working on assignments), off campus (when working on assignments), during thesis counseling sessions, while conducting an internship program, when conducting research, community service, or at the provision of academic services.

Violent sexual offenders can also come from all walks of life in tertiary institutions, namely executives, educators, educational staff, leaders of student organizations, students, security officers, management/staff at the internship partner office, cleaning staff, vendors in campus cafeterias, or third parties who are invited to the campus. Table 3 contains the percentage of answers to the question “*Who was the perpetrator of sexual violence in your campus environment?*”

Table 3. People on campus who are known to have been perpetrators of sexual violence

Status	UM	USU	UPR
University Management	6	10	1
Faculty	15	11	22
Administrative Staff	7	1	3
Student	20	6	28
Head Of Student Organization	5	2	0
Security Officer	9	6	4
Cleaning Staff	5	7	2
Cafeteria Vendor	4	1	1
People Who Come from Outside the Campus	22	20	37
Management/Staff at The Internship Partner Office	7	13	2
Others	0	23	0

Based on Table 3, respondents from the three colleges tended to give the same answer, stating that many perpetrators of sexual violence came from off-campus (non-campus residents). These people often sit outside the campus fence or trade around the campus. Apart from people from outside the campus, students, lecturers, and campus security officers are also the perpetrators of sexual violence selected with a high percentage. The findings of this study differ from those of Tora (2013), which found that most perpetrators of sexual violence were people known or close to the victims. The closest people who have the potential to become perpetrators of sexual violence are boyfriends, close friends, family members, teachers, lecturers, or coworkers. In college, male students are perpetrators of sexual harassment against female students. Sexual harassment on campus usually occurs in libraries or in the dark alleys of campus buildings. Tora (2013) also found that foreigners (non-campus residents) are also the predominant perpetrators of sexual violence, which usually occurs when the victim is on the way to campus or when walking home from campus.

Based on the findings of the current study and of Tora (2013), it can be concluded that when sexual violence is committed by those closest to the victim, the perpetrators are identified more quickly because evidence is easier to obtain. However, because the perpetrators are well-known people on campus, victims or the university often cover up these cases to protect the institution's reputation. The perpetrators of sexual violence are also difficult to apprehend because the victims fear legal uncertainty, or the inadequate protection provided by the campus. On the other hand, if the perpetrators of sexual violence come from outside the campus, the university must ensure more security on campus. Universities must enact regulations emphasizing that sexual violence against campus residents will not be tolerated.

To prevent and deal with sexual violence, higher education institutions may, with a view to strengthening university administration, formulate policies related to sexual violence, form special task forces (*satgas*) responsible for sexual violence cases on campus, restrict student activities outside campus hours and/or during of stay at the campus area. Universities must also provide sexual violence reporting services, train students, educators and educational staff, and campus residents to prevent and deal with sexual violence. Universities must regularly provide educational work on sexual abuse, put up information signs, provide infrastructure to support the prevention and handling of sexual violence and work together with relevant agencies for the prevention of sexual violence.

Research indicates that not all universities in Indonesia have regulations that explicitly aim to prevent sexual violence. The three universities involved in this study have different conditions. *Universitas Negeri Malang* (UM) integrates the prevention and handling of violence (including sexual violence) in the Rector Regulation of Universitas Negeri Malang Number 26 of 2018 concerning the Student Code of Ethics (Peraturan Rektor Universitas Negeri Malang Nomor 26 Tahun 2018 Tentang Kode Etik Mahasiswa., n.d.); the Rector Regulation of Universitas Negeri Malang Number 27 of 2018 concerning the Administrative Staff Code of Ethics (Peraturan Rektor Universitas Negeri Malang Nomor 27 Tahun 2018 Tentang Kode Etik Tenaga Kependidikan., n.d.); and the Rector Regulation of Universitas Negeri Malang Number 28 of 2018 on the Faculty Code of Ethics (Peraturan Rektor Universitas Negeri Malang Nomor 28 Tahun 2018 Tentang Kode Etik Pendidik., n.d.). The ordinance contains articles that prevent all acts of violence, including sexual violence. These codes of ethics can only be implemented on campus and cannot reach people off campus.

In addition, *Universitas Sumatera Utara* (USU) formed a task force for the prevention and handling of sexual violence in 2022. *Universitas Palangkaraya* (UPR) already has a rector's regulation regarding the prevention and handling of sexual violence, which was issued three months after *Permendikbudristekdikti* Number 30 of 2021, namely the

Chancellor's Regulation of the University of Palangkaraya Number 9 of 2021 concerning Prevention and Handling of Sexual Violence in UPR (Peraturan Rektor Universitas Palangkaraya Nomor 9 Tahun 2021 tentang Pencegahan dan Penanganan Kekerasan Seksual di Universitas Palangka Raya, n.d.). This regulation was established on November 5, 2021.

Neither UM, USU nor UPR have complete guidelines for preventing and specifically dealing with sexual violence. However, all colleges have policies or Standard Operating Procedures (SOP) regarding ethical violations committed by students, educators, and academic staff. The regulations and SOPs only apply to students, teachers and academic staff and cannot be applied to other people outside the campus area. *Permendikbudristek* number 30 of 2021 mandates the establishment of a task force for the prevention and management of sexual violence in all higher education institutions in Indonesia. The task force must consist of at least five educators, academic staff, and students. Two-thirds of the total number of task force members must be female (Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi tentang Pencegahan dan Penanganan Kekerasan Seksual di Lingkungan Perguruan Tinggi, n.d.). UM formed a task force for the prevention and handling of sexual violence on August 14, 2022, USU and UPR are awaiting the appointment of the members and training for the members. Thus, it can be concluded that, at the end of 2022, UM, USU, UPR in 2022 will have had a special unit for the prevention and handling of sexual violence. Prior to forming the task force, cases of sexual violence at the three universities were handled by the heads of each work unit, assisted by related departments, such as the psychology center, guidance and counseling department and ethics institute.

Public universities bridge the interests of government and the interests of society, namely delivering quality higher education for every citizen (Soetjipto et al., 2014). As public universities, UM, USU and UPR quickly respond to the government's policy on dealing with sexual violence. In response to the government's regulation on sexual violence, the three universities immediately formulated policies and formed a task force responsible for sexual violence cases. They are even preparing guidelines for the prevention and handling of sexual violence. UM, USU, and UPR enforce working hours rules and limit gatherings between campus residents outside campus operational hours. These rules are derived from regulations issued by the relevant ministries. In addition, the three universities are also preparing a special unit related to sexual violence reports. They train students, educators, and academic staff as well as campus residents regarding the prevention and handling of sexual violence. The leaders of the three tertiary institutions have also conducted evaluations regarding infrastructure that supports the prevention and handling of sexual violence, posted information signs, developed educational materials related to sexual violence, and collaborated with relevant agencies, such as the Women's and Children's Services Unit and legal aid institutions.

Regulations regarding infrastructure facilities, use of infrastructure facilities, and working hours at UM, UPR, and USU in general follow the rules that have been implemented by the Indonesian government. These regulations are also supported by the rector's regulations. Restrictions on meeting outside campus operating hours are already written in the campus academic guidelines. The guidelines also regulate the implementation of academic activities, including the obligation to carry out academic guidance on campus. The leaders of these universities also require students, educators, and education staff to learn about the prevention and handling of sexual violence from the perspective of victims and non-recurrence of cases. Higher education institutions should learn from the sexual violence module developed by the Ministry of Education, as mandated in the Minister of Education and Culture Regulation Number 30 of 2021. Socialization regarding *Permendikbudristek* Number 30 of 2021 has been carried out at UM, USU, and UPR. The three universities have also conducted special

training courses for the committee and members of the officer unit for the prevention and handling of sexual violence.

Strengthening the Community Culture of Students, Educators, and Academic Staff

Strengthening the community culture of students, educators, and academic staff is very important. The survey showed that there are various types of violence experienced or reported by the respondents. Table 4 contains various types of violence experienced by the respondents and the percentage of respondents who claimed to have experienced this violence.

Table 4. Types of Sexual Violence on Campus

Types of Sexual Violence	UM	USU	UPR
a. Conveying speech that discriminates or insults physical appearance, body condition, and/or the gender identity of the victim	24	0.4	10
b. Showing genitals without the victim's consent	38	0	28
c. Delivering seductive speeches, sexual jokes and/or whistles	24	0.8	14
d. Staring at the victim with sexual overtones and/or making the victim uncomfortable	43	0	8
e. Sending messages, jokes, pictures, photos, audio and/or videos with sexual nuances to the victim even though the victim had forbidden it	46	0	5
f. Taking, recording and/or distributing photos and/or audio and/or video recordings of the victim without the victim's consent	0	0	3
g. Uploading body photos and/or personal information of the victim without the victim's consent	0	0	0
h. Disseminating information related to the victim's body and/or personality without the victim's consent	0	0	0
i. Peeping or deliberately looking at the victim who is carrying out private activities in a private space	5	0	0
j. Persuading, promising, or offering something or threatening the victim to engage in sexual transactions or activities that are not approved by the victim	0	0	0
k. Giving punishment or sanctions that have sexual nuances to the victim	6	0	4
l. Touching, holding, hugging, kissing and/or rubbing any part of his body on the victim's body without the victim's consent	14	6.2	5
m. Undressing the victim without the victim's consent	0	0	0
n. Forcing the victim to engage in sexual transactions or activities	0	0	2
o. Practicing sexual community culture among students, educators, or academic staff	0	0	2
p. Trying to rape the victim, but penetration did not occur	6	0	2
q. Committing rape, including penetration with objects or other body parts apart from the genitals	0	0	2
r. Forcing or tricking the victim into having an abortion	0	0	2
s. Forcing or tricking the victim into becoming pregnant	0	0	2
t. Allowing sexual violence to occur on purpose	0	0	2
u. Committing other acts of sexual violence	0	0	4

The results of this study revealed that respondents experienced various types of sexual violence. Nine percent (9%) of respondents from UM said they felt they had committed sexual violence. None of the UPR respondents felt they had ever been a perpetrator of sexual violence. Meanwhile, 5% of USU respondents felt they had been perpetrators of sexual violence. Based on the survey, 63% of UM respondents, 71% of USU respondents and 80% of UPR respondents chose not to report cases of sexual violence they experienced or knew about. There are many factors that could influence this finding. Survivors of sexual violence on campus prefer to disclose their sexual violence to informal sources (friends and family) rather than reporting it to formal sources (police officers, psychologists, or guidance counselors) (Mennicke et al., 2022; Sears-Greer et al., 2022).

The survey results at the three universities underscored the importance of building a non-violent community culture among students, educators, and academic staff. From the results of the FGD it can be concluded that some of the behavior leading to sexual violence is caused by the perpetrator's ignorance that the behavior shown leads to sexual violence. To build this community culture, there are several alternatives that can be done by the leaders of each college. The alternatives agreed in the FGD included the existence of an SOP that can regulate the form of academic services on campus. This should be done to minimize power relations between teachers and students or between academic staff and students. For example, when involved in academic interactions, faculty, students, or academic staff must use formal and institutionalized language to avoid intimate communication.

The results of the study showed that UM, USU, and UPR do not require all students, educators, and education staff to study the "prevention of sexual violence" module prepared by *Kemendikbud*, although this module can be accessed from the Character Strengthening Center. At UM, the module has been studied by some members of the community, especially students, educators, and education staff who are involved in the selection committee for the task force on prevention and handling of sexual violence, counselors at the Psychology Center, and gender observers at the Center for Gender and Health and Genre (Gender Responsive Education). Similarly, USU and UPR have socialized and implemented *Permendikbudristek* Number 30 of 2021.

The community culture of students, educators and academic staff can be strengthened through communication, outreach, and education about preventing and handling sexual violence. In 2022, UM, USU, and UPR integrated sexual violence education into campus life introduction activities for freshmen. Student organizations on these campuses have also opened discussion forums, seminars or training related to the prevention and handling of sexual violence. Strengthening the culture of non-violence among educators and education staff can be done through seminars. However, the leaders of these universities realize that these efforts are not sufficient to promote a non-violent academic culture. Therefore, these universities plan to include education about sexual violence in the pre-service teacher education curriculum.

Strengthening community culture is very important, considering that the survey results showed that not all members of UM, USU, and UPR have a perspective that is in favor of victims of sexual violence. Table 5 summarizes the responses of the UM, USU, and UPR community members to violence.

Table 5. Participants’ Responses to Seeing Others Experiencing Sexual Violence

Responses	UM	USU	UPR
a. Being silent/reluctant to get involved	5	0	5
b. Thinking maybe the victim was involved in the case	3	0	5
c. Talking about the case with friends	3	0	0
d. Giving advice to the victim	8	41	6
e. Providing support for the fulfillment of the victim’s rights	36	43	39
f. Reporting the case to the authorities on campus	25	7	28
g. Reporting the case to the authorities outside the campus	13	9	14
h. Others	7	0	3

Table 5 shows that most respondents at UM, USU and UPR have chosen to support victims of violence to have their rights fulfilled. Respondents from UM (25%) and UPR (28%) chose to report instances of violence they witnessed to on-campus authorities, while 41% of USU respondents chose to counsel the victim. According to (McMahon & Seabrook, 2019), these different responses can be influenced by the information a person receives during adolescence and early adulthood. Information a person receives about sexual violence in youth influences their awareness of sexual violence, their sympathy and empathy towards the victims, and their attitude towards sexual violence (acting on it or just being a silent observer).

The survey also revealed that respondents from UM, USU and UPR have different perspectives on sexual violence. These different perspectives are influenced by their criminal law definition of sexual violence cases, which are to be classified as minor or serious. In addition, their view of victims of sexual violence is more influenced by their spontaneous thinking that victims contributed to incidents of sexual violence. Therefore, higher education institutions should continuously disseminate adequate education about sexual violence and how to deal with it through formal and informal means.

Findings from the FGDs and interviews suggest that unsafe situations encourage behaviors that lead to sexual violence. Such unsafe situations may arise in a male-dominated community, such as in a male-dominated college program. Sexual violence can also be perpetrated by campus security guards, whose members are predominantly male. The security departments of UM, USU and UPR are part of their educational staff. UM has 122 security forces consisting of 118 men and 4 women. Similarly, at USU and UPR, only 5% of the security forces are women. University leaders recognized the importance of having more female personnel in their security forces to help create a non-violent environment.

CONCLUSION

Sexual violence cases must be taken seriously. The universities must foster an academic culture that promotes non-violence values. Special regulations and special SOPs for preventing and dealing with sexual violence are urgently needed. Therefore, the task force for preventing and dealing with sexual violence must be formed immediately, so they could carry out their tasks and functions without delay.

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