Preventing Sexual Violence Against Students Through Structural Policy Interventions of Justice and Gender Equality

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Abstract. The main problem in this research is the widespread violence and sexual harassment against students in Indonesian universities. The aim of this research is to analyze efforts to prevent sexual violence against students through the intervention of lecturers at universities in Indonesia. This research uses mixed research methods. Research informants, qualitative research using purposive sampling amounted to 30 people, while determining the research sample using random sampling techniques totaling 300 respondents. The data collection techniques used were questionnaires, observation, interviews and documentation. Qualitative data analysis was carried out through the stages of data reduction, data display and drawing conclusions, while quantitative data analysis used questionnaire verification, tabulation of questionnaire data and percentage of questionnaire data. The validity of qualitative data uses source triangulation and method triangulation, while quantitative data uses reliability tests (accuracy) and validation tests (correctness). The results of the research show that lecturer actor intervention was carried out by discussing human rights issues, power relations, disability perspectives, anti-gender-based violence, socializing the task force for preventing and dealing with sexual violence and implementing healthy relationships with students. Lecturer actor intervention can prevent sexual violence against students.

INTRODUCTION

The background to the main research problem is sexual harassment in higher education. The World Health Organization emphasizes that sexual harassment is a form of sexual violence which is a global problem (Rusyidi et al., 2019) (1) or throughout the world (Abrahams et al., 2014), including Indonesia (Aprilianda et al., 2022). Sexual violence can take the form of physical or verbal violence (Yosep et al., 2023). Sexual harassment consists of three dimensions, namely gender harassment, unwanted sexual attention and sexual coercion (Rusyidi et al.,

2019). Sexual harassment can occur in public areas or in areas where the victim usually carries out activities such as campuses (Jouriles et al., 2018) (McMahon et al., 2021), neighborhoods (Mapayi et al., 2022) or schools by perpetrators who are well known by victims (Fairchild & Rudman, 2008); (Fairchild & Rudman, 2008).

The high prevalence of sexual harassment that occurs in social environments that are known to both the victim and in the public area requires serious treatment. In Indonesia, sexual harassment is a social fact that often occurs in society, however, it is

rarely reported to the authorities (Lundgren & Amin, 2015) (Chisholm et al., 2017). Reports in the mass media about sexual harassment against students at several universities in Indonesia (Rusyidi et al., 2019) have recently made the public increasingly aware of the vulnerability of campuses as a locus of violence against students, especially women.

Sexual harassment from various studies shows that most perpetrators are men and victims are women, such as adult women (Fairchild & Rudman, 2008) (Chisholm et al., 2017), wives (Khalifeh et al., 2016), female students (Mulla et al., 2020) (Mekonnen & Wubneh, 2022), white college students (Linder et al., 2020), teenage girls (Lundgren & Amin, 2015) (Finnie et al., 2022), girlfriends (De La Rue et al., 2014) (Rodenhizer & Edwards, 2019), girls (Bjørnseth & Szabo, 2018) (Aprilianda et al., 2022) Adolescents (Silveira et al., 2022) (Espelage et al., 2022) (Ellsberg et al., 2018) or disabled women (Mailhot Amborski et al., 2022), which has a negative impact (Walsh et al., 2012) such as causing trauma (Ulloa et al., 2016) on the victim and the victim's family (Koss et al., 2016). al., 2003) peers, descendants and community (Nobels et al., 2020), so that sexual violence must be carried out in order to reduce the negative impact (Yosep et al., 2023) which focuses on the victim (De Schrijver et al., 2018).

Sexual harassment generally occurs in areas that are considered 'safe' such as schools (Mulla et al., 2020) (De La Rue et al., 2014), as well as on campuses (Linder et al., 2020) (Crocker et al. , 2020) (McMahon et al., 2021) (Jouriles et al., 2018) which was carried out by people known to the victim such as friends (Fineran, 2002), students, teachers, lecturers and some were carried out in public areas (Rusyidi et al. , 2019).

According to (Fairchild & Rudman, 2008) the causes of sexual harassment against students can be explained by 4 (four) different theories. First, natural/biological approach: . Various studies confirm that sexual harassment has a negative impact on the physical, psychological and social conditions of the victim and other parties who witness the incident (Koss et al., 2003); (Nobels et al., 2020) (Yosep et al., 2023), hinder or threaten the victim's academic achievement or achievement, cause the victim to drop out and discredit the position of the educational institution (Rusyidi et al., 2019). According to (Fairchild & Rudman, 2008) sexual harassment causes victims to feel uncomfortable, afraid, anxious, intimidated, embarrassed, traumatized (Ghidei et al., 2022) or blame themselves and can hinder various roles in their social life. Although victims rarely disclose incidents and seek solutions (Rumble et al., 2020), do not report violations (Mekonnen et al., 2022) or seek help (Wright et al., 2022), they still need protection and care (Silveira et al. ., 2022).

A further effect is that the development of quality human resources is hampered because sexual harassment on campus causes victims to be forced to accept sexual requests or approaches, for example from lecturers, fellow students, or work leaders for the benefit of student studies (Rusyidi et al., 2019). The impact of this violence is a reference for universities to provide intervention both structurally through policy and actor intervention through the role of the university academic community. Actor intervention is the lecturer's actions in the form of behavior such as the lecturer increasing discussions related to sexual violence.

Based on the background of this research, it is very important to address sexual harassment against students at tertiary institutions in Indonesia with the hope that the results of this research will contribute to becoming a reference in overcoming cases of sexual harassment against students at the tertiary education level in Indonesia through the intervention of university lecturers. The formulation of the research problem is how preventive efforts are made by lecturers to overcome sexual violence against students during the education process in higher education. The specific aim of the research is to analyze the preventive efforts made by lecturers regarding sexual violence that occurs against students during the education process in higher education.

RESEARCH METHODS

Research Design

This research uses mixed research methods. The first stage of the mixed methods concurrent embedded model uses qualitative research methods and the second stage uses quantitative research methods simultaneously or together but with different weights. Research sites or research locations at the Muhammadiyah University Makassar Campus, Lambung Mangkurat University Campus and Sawerigading University Makassar.

Definition and research instruments

The operational definition of the variable is that preventive is efforts to prevent sexual harassment, structural intervention is the intervention of university leaders, actor intervention is the intervention of lecturers and students in preventing sexual harassment. The qualitative method instrument uses researchers as the main instrument (Suardi, 2023) using observation guidelines, interview guidelines, documentation (Manab, 2015). Meanwhile, the quantitative method uses a Google form questionnaire.

Participants

The researcher's qualitative method informants used purposive sampling (Suardi, 2023), totaling 10 consisting of campus leaders, lecturers and students, while the quantitative method research respondents used simple random sampling techniques totaling 300 respondents.

Data Collection and Analysis

The data collection techniques used were the distribution of closed-ended questionnaires, direct observation, guided interviews and documentation (Manab, 2015). Qualitative data analysis was carried out through the stages of data reduction, data display and drawing conclusions, while quantitative data analysis used questionnaire verification, tabulation of questionnaire data and percentage of questionnaire data. The validity of qualitative data uses source triangulation and method triangulation (Suardi, 2023) (Manab, 2015), while quantitative data uses reliability tests and validity tests (Hermawan, 2019).

Procedures of Research

The research was carried out by researchers with research partners from Lambung Mangkurat University and Sawerigading University Makassar in three stages, namely the initial stage, the process stage and the output stage. In the initial stage, the researcher conducted a study of sexual violence, sexual harassment, solutions to sexual violence and sexual harassment, then in the research process stage, the researcher collected qualitative data and quantitative data on 3 Indonesian campuses using interviews, observation, documentation and questionnaires, then carried out qualitative data analysis and quantitative data that has been obtained jointly (researchers and research partners from Lambung Mangkurat University and Sawerigading University Makassar). The data that has been analyzed is then interpreted and presented in the form of narratives and tables (researchers and research partners at Lambung Mangkurat University and Sawerigading University Makassar by comparing what was done at Lambung Mangkurat University and Sawerigading University Makassar).

DISCUSSION

Based on the results of a questionnaire from 300 respondents consisting of students, lecturers and higher education leaders, there are various ways to prevent violence in higher education. Based on the results of a questionnaire from higher education leaders, it was found that 71.4% of the efforts that can be made by lecturers to prevent sexual violence in higher education include providing campus facilities and infrastructure, including lighting infrastructure or campus layout that is safe for students, providing a complaint or reporting mechanism that is safe for students. safe for students who experience and/or know about sexual violence on and/or off campus as much as 78.6%, provide services or channels for reporting sexual violence that are socialized to all students on campus as much as 35.7%, provide warning signs "area free from sexual violence" on campus as an effort to internalize the values of anti-sexual violence and increase the awareness of every campus member, both the academic community and educational staff

as well as visitors and workers on campus by 21.4%. More details can be seen in the following image :

Prevention of Sexual Violence
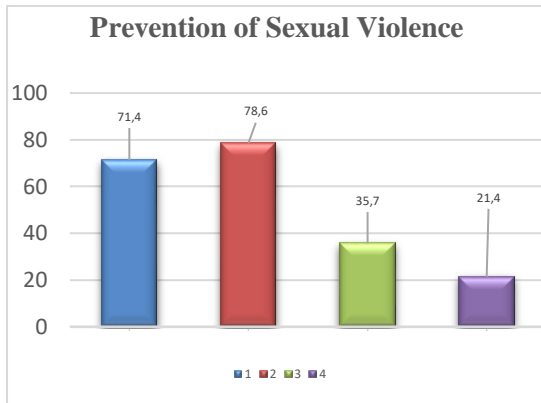
Information:
1: Providing campus facilities and infrastructure including lighting infrastructure or safe campus layout for students
2: Providing a safe complaint or reporting mechanism for students who experience and/or become aware of sexual violence on and/or off campus
3: Providing services or channels for reporting sexual violence that are socialized to all students on campus
4: Providing warning signs "areas free from sexual violence" on campus as an effort to internalize anti-sexual violence values and increase awareness of every campus member, both the academic community and educational staff as well as visitors and workers on campus

Structural policies include providing campus facilities and infrastructure, providing complaint or reporting mechanisms, providing channels for reporting sexual violence and providing warning signs "areas free from sexual violence."

Provision of Campus Facilities and Infrastructure

Providing campus facilities and infrastructure such as lighting infrastructure, and managing safe campus layouts for students which can provide students with a sense of security. According to (Siswati et al., 2019) there are no adequate facilities and infrastructure such as a special building for P2TP2A (integrated service center for empowering women and children) including women who experience sexual violence. The same thing stated by (Irwan & Djanggih, 2022) campuses must provide facilities and infrastructure to support the prevention of sexual violence against students, such as providing CCTV in every corner of the room and campus environment so that every activity of the academic community can be monitored by the leadership, as an effort to prevent sexual violence against students in college. Meanwhile, research (Pole et al., 2023) shows that there is a need for facilities and infrastructure in the aspects of assistance and advocacy for victims of sexual violence, so there is a need for a PPKS task force.

Provision of a complaint or reporting mechanism

Universities need to provide a safe complaint or reporting mechanism for students who experience sexual violence both on and off campus. Even for students who have information or are aware of sexual violence experienced by students on and off campus. In

England, universities assist students in developing and implementing complaints procedures that are clear, easy to access, fair and effective for students, so that students can report cases of sexual violence according to individual needs and interests. In Indonesia, such as Gadjah Mada University, complaints of sexual violence are made through the Integrated Service Unit which can be accessed through the Gadjah Mada University website. On the website there are items regarding service requirements, system procedures and time periods for resolving complaints. Students via this page can make requests by signing in using their institutional email account. When making a report, students include personal data about victims of sexual violence, personal data about those reporting cases of sexual violence, personal data about alleged perpetrators of sexual violence, and a chronology of incidents of sexual violence. In the chronology of incidents of sexual violence, it can be explained in detail regarding the form of sexual violence experienced by the victim, the time and date of the sexual violence incident, the place where the sexual violence occurred, witnesses to the sexual violence incident, and attach any evidence they have. Reports of sexual violence will be processed immediately within 3 x 24 hours from the Integrated Service Unit receiving the complaint (Simanjuntak & Isbah, 2022). At Muhammadiyah University of Makassar there is a sexual violence prevention and control task force team which is a place for complaints and assistance for students who experience sexual violence. In contrast, Sebelas Maret University has WE-CARE or the Women's Crisis Center at Sebelas Maret University as a place for students to complain about sexual violence experienced by students. Apart from that, it also provides assistance to victims to provide psychological assistance so that students' mental health remains stable or is not shaken due to incidents of sexual violence experienced and provides legal assistance to victims (Simanjuntak & Isbah, 2022). Complaints of sexual violence in higher education institutions must be interpreted as a challenge that must be overcome by higher education institutions (Cowan & Munro, 2021). If the University does not provide a complaint mechanism for claims of sexual violence against students, then it is a form of discrimination based on gender (Moorman, 2016).

Providing a channel for reporting sexual violence

Universities need to provide sexual violence reporting services or channels, services or reporting channels that are socialized to all students on campus which can be used as a means to report sexual violence that is seen, known or experienced, so that services or channels are an important need for students. Victims of sexual violence need to receive assistance and services both legally and as needed in pursuing higher education

(Perkins & Warner, 2017). On the other hand, students need awareness and willingness to access these services (Stenning et al., 2013).

Provide signs warning "areas free from sexual violence

Universities provide warning signs "areas free from sexual violence" on campus as an effort to internalize anti-sexual violence values and increase awareness of every campus member, both the academic community and educational staff as well as visitors and workers on campus.

CONCLUSION

Policy structures for justice and gender equality for students include providing campus facilities and infrastructure, providing complaint or reporting mechanisms, providing channels for reporting sexual violence and providing warning signs "areas free from sexual violence".

ACKNOWLEDGMENTS

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