

Integration of Anti-Sexual Violence Education with a Gender Equality Perspective to Strengthen Student Civic Engagement

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Abstract. The problem in this study is the existence of various cases of sexual violence and gender inequality that occur in the scope of education in higher education. Anti-sexual violence education is often not part of the mandatory curriculum. The large number of cases of sexual violence in tertiary institutions reflects the weakness of the prevention and treatment system, which has an impact on trauma, fear, and decreased student academic and social participation. This situation emphasizes the urgency of integrating anti-sexual violence education based on gender equality to strengthen student civic engagement in creating a safer and more inclusive campus environment. This research aims to develop the integration of anti-sexual violence educational material in the citizenship education curriculum to strengthen students' civic engagement in higher education. This study uses a descriptive qualitative approach. Qualitative research methods. This approach allows researchers to deeply understand the meaning, perceptions, and experiences of individuals related to the implementation of the material in learning. Data collection techniques were carried out through observations regarding learning and the citizenship education curriculum at UIN Siber Syekh Nurjati Cirebon, then conducting in-depth interviews with lecturers, students and related parties in the tertiary environment, as well as documentation studies of relevant campus policies. The number of participants in this research consisted of people, which included a group of participants, namely 7 students and 3 lecturers, campus policy maker. This study produces the concept of anti-sexual violence education in higher education based on gender equality, including; 1) anti-sexual violence material in higher education can be integrated through general compulsory courses, namely civic education, material on legal education is included in the domain of civic education. For this reason, the right material to be delivered is also related to the construction of sexual violence law. 2) Philosophy of learning theory as a basis for developing anti-sexual violence education to strengthen civic engagement in higher education; 3) Civic engagement of students in higher education can help efforts to overcome various phenomena of sexual violence. The conclusion of this study is that the integration of anti-sexual violence education in the curriculum is able to strengthen student awareness and involvement in efforts to prevent sexual violence. Suggestions from the study must be real and consistent implementation from various parties to participate in overcoming sexual violence, especially in the educational environment.

Keywords: *Anti-Sexual Violence; Gender Equality; Civic Engagement; Civic Education; Higher Education*

INTRODUCTION

Education against sexual violence in higher education is essential. This is related to the outbreak of various cases of sexual violence, especially in Islamic-based colleges or universities. The field of education should be a pioneer in eradicating sexual violence

through education.

Sex education teaches youths how to protect themselves from sexual violence. Thus, the sexual abuse handling is one that involves education in the field of education (Fansdena, 2023). As a result, this base demonstrates the importance of education on

anti-sexual violence strategies, including in universities.

The survey conducted by the #Namabaikkampus consortium showed that 179 academic civilizations comprising 79 colleges from 29 cities scattered across Indonesia were victims of sexual violence. It is strengthened with data from Tirto.id showing that in only a very few victims and survivors reported cases of sexual assault that they experienced. From the data interviewed, 29 victims filed their cases and 174 victims voted to remain silent and did not report to the university (Noer & Titiek, 2023).

Indonesia has recorded 338,496 complaints of gender-based sexual violence (GBV) against women as a country of law. This number is higher than the 327,629 incidents recorded in 2021, which is a 50% increase from the cases (Saffa, 2024)

The purpose of this research is to determine how the integration of anti-sexual violence education into citizenship education in higher education strengthens students' civic engagement. Graduates of college should earn good grades which can be beneficial when returning to the life of the community. For this purpose, the process of education must also reach the area of student involvement actively in society. It is done through a learning model that can accommodate that involvement. However, in reality, the education nowadays is still in the cognitive realm. In fact, education should also touch the affective and

psychomotor spheres, which will require citizen involvement. The learning process at the college must strengthen student involvement in society, so a model of learning is needed whose output is participation. There needs to be a new order in the field of education that can cultivate the character and involvement of students as agents of change.

Various cases of sexual violence that have become the focus of the government's effort to look for solutions with the role of various sectors to suppress sexual violence cases and even solve social problems urgently have been solved. The political will of the government, in particular in the education sector, to comply with the regulations of the Minister of Education and Culture No. 30 of 2021 on the handling and prevention of cases of sexual violence is evidence of seriousness in handling and preventing sexual violence cases that are already very likely. The legal construction as the basis for policymaking in the college area inspired by the draft of Sexual Violence Act became the foundation for reinforced efforts to implant anti-sexual violence through integration into courses. The legal construction of the normative law, namely with legislation of RI Law No. 2012 of 2022 on non-criminal sexual violence, shows the seriousness of the problem of sexual violence that must be addressed immediately.

The younger generation today prefers to use the digital space to showcase their existence and civic identity; not only that, but

it also expresses their democratic attitudes in creative ways, which they do not get through traditional means. Hence, there is a major difference in civic engagement between the older generation and the younger generation. Some important points in digital civic engagement are as follows: 1) There are data from 11 countries showing that between 43 and 64 percent of children aged 9 to 17 years old search for news online, and then there are 12 to 27 percent of children discussing political and social issues online; 2) The context for broader digital access, digital civil engagement by young people is fairer than traditional forms of civil engagement; 3) Young people as citizens in the context of citizenship prefer civic personal engagement through digital networks for self-expression, protests, and voluntariness. 4) Some form of digital civil involvement, such as memes, spells, humour, and other activities that involve or blend popular culture, is considered digital civil engagement. 5) Civic engagement provides experience and education on issues of citizenship from an early age and can contribute to socio-political empowerment. 6) The consideration of choosing the digital platforms chosen by the younger generation to be used in civic engagement depends on the choice of functions and features on the platform. 7) Young generations engaged in participatory politics in digital form will be more likely to be able to engage in offline political participation effectively. The forms of

active empowerment of digital civic engagement in younger generations include fairer access to technology and digital skills, as well as citizenship education and the existence of an active civic space. 9) The main obstacles to citizen involvement are low confidence in the internet due to the high prevalence of hoaxes and misinformation, followed by a lack of trust in politics and government, harassment and trolling, digital surveillance, and crime against data abuse (Cho, Byrne, & Zoe, 2020). These various issues become a picture of how cases of sexual abuse require the involvement of many parties to be able to address the problem or as a preventive effort in particular in the higher education. The study is based on the Gender Performativity Theory, which stated that there is no gender identity called original gender identity," but a repetitive performability that forms an identity. Gender is something that moves dynamically. Gender that is accepted by social norms and social characteristics of certain societies is called performance (Bulter, 1990). Therefore, in their connection with sexual violence, gender bias and power relations are still factors in sexual violence.

The relationship between citizens and the state is regulated in the 1945 Constitution as the country's constitution. In public services, the state provides various protections to its citizens. The servants are involved in various cases of sexual violence. Sexual violence must be a problem that is handled

properly by the government (Nurchotimah, Utomo, Khasanah, & Nurgiansah, 2022)

There are at least three educational philosophy streams that can be described among them: Progressivism. Progressivism views humans as having a potential will and playing a role as subjects based primarily on their power to cope with the various problems of their own lives, called self-regenerative forces (Soedardi, 2019). The participatory educational pattern is expressed in John Dewey's theory of progressivism. Progressive education is a modern philosophy of education that leads to a change in educational patterns towards better education. Education gives a real benefit to students. Independence in learning is emphasized and felt by the students (Mustagfiroh, 2020).

Civics education has the potential to foster active citizenship in students by empowering them to contribute to positive change and engage critically with social issues. This includes a number of important issues related to sexual violence cases (Suriaman, Komalasari, Nurgiansah, Prayogi, & Bribin, 2024)

Civic engagement is a concept of citizen engagement. Civic engagement is closely related to human equality as an individual, in a community, and in a society in that scope, there is justice or not, that is, justice or equality in the domain of wealth, social class, and health is strongly influenced by civic engagement in creating such equality. Citizens

are also influenced by government policies and the attitudes of other citizens. When there is discrimination at the individual, institutional, or structural level, there is mediation between contextual factors and individual characteristics. One of the examples is that when citizens experience discrimination, they must seek justice and equality. This relates to personal characteristics to report or the civic engagement of other citizens to participate in the enforcement of justice. The result is civic engagement. Civic engagement is a way towards the formation of a good citizen because a good citizen will be focused on and reflect on the behaviour of others who are part of the human race. It is social capital for becoming a good citizen. A more ideal community and a stronger democracy with the involvement of its citizens (Theiss-Morse & Hibbing, 2005).

The theory of egalitarianism as a stream of thought that upholds social equality. The egalitarian philosophy is based on an equation. This concept implies that everyone has equal rights and also has the right to equal treatment. Distributive justice under the egalitarian theory is based on the principle that there must be equality and various forms of equal treatment that cross gender, religion, race, economic status, and political beliefs (Marianata, 2019).

The goal of justice in the egalitarian perspective of Elizabeth Anderson is to create a community in which there is an equal

relationship between one person and another. This theory emphasizes the various policies made because the realization of extortion is the result of the process of a policy.

The intuitive concept of justice must be actualized in a way that gives everyone the opportunity to think reasonably and accept the principle of equality underlying destructive justice. Justice by giving everyone the opportunity to make a fair choice in life, not because of their circumstances (Rawls, 1973).

Rawls's theory of justice has several principles, including equality. The second principle is common in distribution, and the third is the primary good. The fourth step is that if there is a situation of inequality, or so-called inequalities, it can be tolerated as long as it is beneficial to all parties. So social justice is the application of equality and inequality. The injustices in Rawls's concept of justice as fairness in a social structure may be due to a sense of empathy about equality that has been lost as a fundamental key in Rawls's theory (Mohammad, 2018).

Justice is not only about society now but also about society in the future. It is also reinforced by the viewpoint of Qutb in his *Fi Zilal Al-Qur'an*, which is in line with Rawls's about justice between generations. The most important concept in social life is to work for a fair social relationship. A person must be subject to the same laws and regulations within a society or a tribe as well as between generations. The aim is to move individuals

and societies in an uncontrollable work to create a life in which each generation grows and directs towards compatibility, tranquilly, and goodness (Rahman, 2022).

The aim of this study is to delve in depth the material of gender-perspective sexual violence to strengthen the civic engagement of students in colleges as a form of educational resilience.

Previous research on sexual violence in higher education generally focuses on case mapping and evaluation of campus policies, but is still limited in systematically integrating gender equality perspectives in anti-sexual violence education. In addition, most previous studies have focused more on legal and policy aspects without exploring students' active involvement in advocacy and prevention.

This study offers a new perspective by highlighting how the integration of gender equality-based anti-sexual violence education can strengthen students' civic engagement. Through this approach, the study not only identifies challenges and opportunities in the implementation of anti-sexual violence education but also analyzes students' active role in building a more inclusive and responsive campus culture to this issue.

From the above problem, there is a discrepancy between the ideal conditions regarding the protection of citizens who should have a sense of security, especially from acts of sexual violence. In reality, the question is still a lot. This research is not novel research,

but research on anti-sexual violence materials functions to strengthen student civic engagement in universities as a form of educational resilience into the solution of the problem of sexual violence in particular through the educational path. This research is also the development of the scientific education of citizenship to contribute to solving social problems in society, in particular the issue of sexual abuse.

The research question is how effective anti-sexual violence education is in increasing students' awareness of gender-based violence and how student civic engagement plays a role in efforts to prevent sexual violence in the university environment.

RESEARCH METHODS

The method used qualitative method. Research on anti-sexual violence material from a gender equality perspective aims to strengthen civic engagement in Islamic-based colleges. The qualitative descriptive approach allows this study to not only explain the phenomena that occur, but also understand the factors that influence them, which allows them to make more contextual suggestions for higher education policy.

The data collection method uses observation, namely by observing interactions in the classroom related to the use of teaching materials. In-depth interviews with lecturers and students of

UIN Siber Syekh Nurjati Cirebon and other stakeholders. Documentation in the form of analyzing the curriculum, modules, and teaching materials used. The analysis of research results using descriptive analysis describes the facts of the research results on anti-sexual violence, gender equality, and civic engagement and continues with the analysis of literature, i.e., relevant books, journal articles, and various documents, to produce an in-depth study (Creswell, 2014).

Table of Research Subjects

Category of Participant	Number	Sampling Technique	Participant Criteria
Civic Education Lecturers	3 People	Purposive Sampling (selected based on teaching experience)	Having knowledge or expertise with sexual violence issues on campus and instructing Civic Education classes
Students	7 People	Stratified Random Sampling (selected from various study programs)	Have taken Civic Education courses
Campus Policy Makers	1 People	Purposive Sampling (selected based on their role)	Involved in campus anti-sexual

in policy-making) violence policies

In this study, the Miles & Huberman (2012) model was used to analyze the data, which consists of three main stages. Data Reduction the process of selecting, simplifying, and focusing data derived from observations, document studies, and interview results. Data that is not related to the use of anti-sexual violence materials in civic education is removed. Data Presentation (Data Display) To facilitate interpretation, the reduced data is arranged in the form of a matrix, table, narrative, or diagram. A comparison table, for example, shows how students respond to anti-sexual violence content. For further analysis, the relationship between variables is seen. This includes the involvement of lecturers in delivering the material and how it impacts student understanding. Conclusion Drawing and Verification The researcher began to find relationships, patterns, and meanings from the research results after the data were collected. To ensure the validity of the results, data triangulation, which compares the results of interviews, observations, and campus documents, was used to reconfirm the main findings. The results were connected to the theory of citizenship education and gender equality views on how to prevent sexual violence.

DISCUSSION

This study found that strengthening anti-sexual violence material in Civic Education courses has a positive impact on students' awareness, participation, and involvement in anti-sexual violence issues. The following are the main findings of this study:

Table of Research Findings

Research Aspect	Key Findings	Data Sources
Campus Policies Makers	Sexual abuse from a gender perspective	Interviews with Campus Policy Makers, Observations
Teaching Methods of Lecturers	The teaching philosophy of anti-sexual violence in higher education	Interviews with Campus Policy Makers lecturers, Observations
Impact of Student Awareness of civic engagement	Civic engagement students in higher education in an effort to realize anti-sexual violence	Interviews with students and lecturers, Observations

Sexual abuse from a gender perspective

Anti-sexual violence materials in higher education can be integrated through compulsory general courses, namely citizenship education. Materials on legal education includes the domain of citizenship education. The proper material to be submitted also relates to the construction of the law on sexual assault.

Sexual violence is an act that degrades, insults, harasses, or attacks a person's body and reproductive functions due to gender and

power inconsistencies. It can cause physical and mental suffering, disrupt reproductive health, and prevent them from studying well (Utami, Rizqulloh, & Prakoso, 2023)

Gender equality is closely related to sexual abuse. It is a major contributing factor in many cases of sexual violence. There is gender bias in various reports of sexual violence. Especially for males, victims and transgressors of sexual violence have historically tended to be ignored. In addition, males tend to be embarrassed and labelled as ignorant if they are victims of sexual abuse or assault (Nordås & Cohen, 2021).

Legal education that contains gender equality materials is such as gender power relations. Female or women often become the victims of sexual violence. Sexual violence is vulnerable to being experienced by people in families, public areas, and workplace. Therefore, guarantee of human rights is necessary (Ainiyah, 2017).

Educators play an important role as good mediators for learners or students in understanding basic sexual values, as well as how to fight sexual violence. Communication between educators, learners, and parents can help in the early identification, and appropriate response, to sexual violence that occurs in the field of education (Sediyono, Kristinawati, & Paseleng, 2018).

Tracking sexual violence is a challenging task. We present a supervised learning-based automated sexual violence

report tracking model in this paper that is more scalable and reliable than crowdsourced models. We consider the context of victims, perpetrators, and types of violence to define the problem of tracking sexual violence reports. We find that our model can identify sexual violence reports with a precision and recall of 80.4% and 83.4%, respectively. We also apply the model during and after the #MeToo movement, and we find some interesting findings that are difficult to find with superficial analysis (Hassan et al., n.d.).

The concept of gender equality is in line with the theory. The educational process is also called a process of liberation. This concept builds the ability, awareness, and independence of the student to have power in the process of becoming an individual. Education is a process of empowerment (Tilaar, 2003). The relationship with empowerment education is called transformative education.

Sexual violence can be categorized as an extraordinary crime because it has an impact that can harm many people and damage the social order. Several factors cause sexual violence to occur, such as the victim's own factors, a strong value system that degrades women, and their surrounding environment (Banuarli, Ariana, Alfiyani, & Zulfikar, 2021)

Due to its significant impact on the physical, mental, or psychological condition of the victim, sexual violence is one of the crimes that needs to be handled and followed up

seriously. Perpetrators of sexual violence often focus on colleges (Shofiyati, Hidayah, & Sabarudin, 2024).

In Indonesia, cases of sexual violence have continued to increase from year to year in the recent past. The victims are not only adults, but also children, including those in religious environments, such as Islamic boarding schools (Sopyandi & Sujarwo, 2023).

The creation of the concept of life in an egalitarian and fair society is closely linked to the transformative educational process. Education that encourages interactive dialogue as well as the participation of students to develop individual consciousness, or the so-called individual's conscience. Educators play a significant role in creating an education with a perspective of gender justice to realize a transformative citizenry from domination over one gender to egalitarianism (Oksiana, 2017).

The concept of a transformative citizen is a citizen who has the ability to develop an ideal society and has the initiative, ability, and skills to combat injustice and oppression in society. Thus, education should be able to form a transformative citizenry called critical education. Transformative citizens are citizens who have the ability to implement values and moral principles even beyond the laws and customs that exist in a country. Other characteristics describe citizens who have a critical mindset, carry out actions that reflect the promotion of justice, and actively

participate based on rationality and the voice of truth (Banks, 2008).

The teaching philosophy of anti-sexual violence in higher education

Education in higher education should be based on a philosophy of education. Education that emphasizes participatory effort is based on the theory of progressivism. Progressive education is a modern philosophy of education that leads to a change in education patterns towards better education. Education gives a real benefit to the students. Independence in learning is emphasized to be felt by students as participants (Mustagfiroh, 2020). Students should be the subject of education in particular in the development of character-based education that will shape the way students think. This will enhance the knowledge, skills and attitudes of students (Ersanda, 2022)

Gender equality curriculum (GEC) is a necessary tool to realize gender inclusive education. With this curriculum, every part of the education system will have a gender-responsive mindset and behavior, which is based on gender justice and equality. Gender inclusive education will also build a learning system that does not segregate gender (Oktaviani et al., 2024)

Educators play an important role as good mediators for learners in understanding basic sexual values, as well as how skills fight sexual violence. Communication between educators, learners and parents can help in

early identification, and appropriate response, to sexual violence that occurs in the field of education (Sediyono et al., 2018).

Experience in the educational process becomes a key element for the success of educational goals. John Dewey's philosophy of instrumentalism is based on knowledge based on the actual experiences of the students. The experimental continuum is a concept of educational philosophy based on knowledge. Reality becomes important and relates to the mind and memory of the past, to produce the mind must through the memory to create something more valuable. A value produced through an experimental by human acts (Hasbullah, 2020). Education must advance humanism. There is the power of Kodrati within man to become an independent individual. Education should not be done traditionally or in an authoritarian manner, and education should be centered on the student. Education should emphasize what is likely to happen in the participant's social environment, and be adapted to the conditions of the time (Aminah, Indrawati, Rachim, & Nurskhin, 2022).

Indonesia has a national educational father or the father of Indonesian education, Ki Hajar Dewantara, who also adopted the progressive stream of philosophy. The concepts of progressivism and constructivism also have a common thread: students have the ability to build their thinking. The position of the educator is only that of the facilitator, and

all learning is centered on the student, i.e., student center learning. Learning centred on students will provide a deep experience and digestion for students.

Education is an effort to cultivate the character and internal strength, as well as the mind and body, or physical body, of the student. Education must be aligned with the world. Education is a guide for students. Education is to guide the students as a human being and as a member of the community in order to salvation and happiness as possible (Dewantara, 1977).

The philosophy of education of Ki Hadjar Dewantara is an effort to advance the growth of mind, body, and labour. Education and teaching in the national realm aim to form the student as an independent human being. Independence in the meaning of being born and also inward, having a good sense of nature, and also having a healthy jasmine to become a member in a society that has responsibility and finally can be a useful human being in the society. The trees that became the basis of the thought of Ki Hadjar Dewantara were the existence of independence in learning, nature, then culture, as well as nationality and humanity packaged as Pancadharma Taman Siswa (Karliani, 2017).

The philosophy of Ki Hajar Dewantara is in line with the concept of progressive philosophy. Progressivism is the view that humans are beings capable of coping with their own problems and possessing a variety of

reasonable abilities. So the philosophy of progressivism and Ki Hajar Dewantara are both opposed to authoritarian education. Authoritarian education is considered difficult to achieve educational goals. Independence in learning is also emphasized. Students are able to organize themselves in order and peace to live in society. The concept of independence of the soul is in line with the philosophy of progressivism, which is about freedom of thought for students. This freedom is the freedom of thought in developing the mindset and creativity and the ability and talent that exist within the student to not be hindered by others (Ab, Firman, & Rusdinal, 2019).

There are three stages of moral development: the pre-moral stage, the confessional stage, and the autonomous stage. Three stages of morality John Dewey clearly classified that the first time a child gets moral education the student has not understood and realized that it is a valid moral rule that tends to still be violated. Then enter the second stage, the confessional stage, which has already led to the consciousness of the moral rule, and then the next stage of autonomy, which is the final stage: the student has already autonomously realized a moral value and begins to apply it (Mada, 2022).

Sexual education, or anti-sexual violence education, is important and should be done from an early age. Anti-sexual violence education is essential for children from an early age to have knowledge and information

about sexuality, and attitudes against sexual violence. There is a need for anti-violence education in the field of education. Sexual education must be carried out from family to formal education (Zahirah, Nurwati, & Krisnani, 2019)

There are many cases of sexual assault in higher education. Thus, sex education is chosen as an alternative to various preventive measures. The cause of student sexual behavior is sexual abuse, in addition, there is also content from social media without editorialization. Sexual behaviour and self-esteem are closely related to students' understanding of sex education (Azhari & Saepulmilah, 2023).

Anti-sexual violence education is closely linked to prevention efforts. The prevention of sexual violence has now shifted paradigms. The statement "no" has now shifted to "not getting approval". Consent to sexual violence is an important indicator of what is said to be sexual violence. Consent is seen as a formal requirement in sexual relationships. This implies anti-sexual violence education in an effort to prevent sexual violence. Anti-sexual violence education often focuses on building an understanding that the concept of consent is crucial. Education against sexual violence can be divided into two forms, the first being an educational program that is generally integrated into a course or a workshop in a small group for several hours. Second, through materials designed as

educational materials to raise awareness about issues related to sexual violence. This educational material can be posters or policies related to sexual violence in a context such as campus sexual violence policy or socialization on sexual violence from campus or gender and anti-sexual violence activists (Beres, 2014).

The different educational methods will have different levels of success. A more effective anti-sexual violence education program is carried out through several sessions (Kirby, Laris, & Rolleri, 2007). Sexual abuse is a criminal act that has a serious and traumatic impact on the victim. Trauma may include: (1) loss of confidence in men; (2) involve in prostitutes; (3) become an unauthorized wife to hide shame; (4) drunkenness and smoking; and (5) have sexual abnormalities. These victim needs treatment and support to recover from the trauma (Purbararas, 2018).

Civic engagement students in higher education in an effort to realize anti-sexual violence

Citizen involvement is a general term that refers to the activities of individuals independently or as part of a group in society, which have a focus on the development of knowledge of the society along with its political system. There are other involvements by identifying and seeking solutions to social problems in the society. This involvement is done for the benefit of the community and to

participate in constructive discussions as members of the community about community problems and the political system, and to seek solutions to community problems (McClellan, 2013). These social problems include various issues of sexual violence. Students engage in the search for solutions to various phenomena of sexual violence or preventive efforts to prevent sexual violence.

The results of the study show that perpetrators of crimes must be punished, and victims need good and adequate legal protection. When sexual violence occurs in college, all students must understand that their actions are wrong and ignore the principles of just and civilized humanity contained in Pancasila by applying its values in everyday life (Wartoyo & Ginting, 2023)

Civic engagement is a necessary value for a country. It can be fostered through citizenship education. Citizenship education can enhance various attitudes and actions towards citizen involvement. (Norell, 2022). Sexual abuse materials can be included in the education courses for citizenship. Citizenship education emphasizes the existence of civic engagement among citizens.

Citizen involvement is closely related to citizenship knowledge. Citizenship knowledge encourages citizen involvement. The more knowledge citizens have, the greater the possibility of participation in public affairs. Citizenship knowledge affects citizen

involvement, this can be described not only quantitatively (Galston, 2007).

Young citizens should be empowered because, as citizens, they have the capacity to address various issues of social structure, social processes, and social values through their experience of social issues in society. To this end, it is necessary to encourage the civic engagement of young people to socialize the discussion about citizenship and responsible civic involvement using digital stories and Photos projects (*photovoice*) (Greene, Burke, & McKenna, 2018).

The ways to encourage students as young citizens in civic engagement are highly possible using digital stories and photo projects (*photovoice*) as these methods match the characters of young people and the growing culture in today's responsive era. Colonial policies that do not give people the opportunity to engage create negative impacts. The involvement of young citizens in society is very good and beneficial to young people and society. Through the involvement of young people in society, demonstrating that young people can contribute to society in various ways, including with photos uploaded on social media (Halsall & Forneris, 2016).

The younger generation has a critical perspective to engage in self-reflection when considering their position and rights as citizens. The younger generation is trying to understand how it can be a way to engage in the life of society. Connecting with each other

can help define the component of citizenship, from a critical sense of citizen empathy. The development of citizen empathy not only involves reflection but also involves the recognition of individual experiences to shape civic engagement in citizen life (Cho et al., 2020). Trust in government or higher institutions is also followed by high civic engagement and is considered a way to be able to control and influence government policy (Xie, Sundararaj, & Rejeesh, 2022).

Civic engagement is a form of engagement to make a difference in society's lives by developing a combination of knowledge, skills, values, and motivation to realize them (Gaby, 2017). Factors that influence civic engagement are age, gender, and location, while decency in the environment is mainly influenced by location and education. Citizenship education serves to enhance civic engagement critically (Ajaps & Obiagu, 2020).

The involvement of the younger generation, including students, in government has the potential to benefit both the young generation itself and society. However, some forms of civic engagement are associated with social classes and races that produce benefits for younger generations and certain communities. In the theory of social capital and civic engagement, it is mentioned that the young generation can reduce or strengthen social inequalities among young people (Augsberger, et al., 2018).

Citizenship and development theorists consistently mention that a citizen's values, skills, and behavior are not only crucial for the sustainability of a country, or an individual, but are also crucial for society. It is important to establish associations between normative development competencies and citizen development indices in a large, racial, and socio-economically diverse sample of young people from different geographical regions. In particular, both emotional (empathy and emotional regulation), and socio-cognitive competencies (pro-social moral promotion and future orientation) are uniquely associated with various forms of citizen involvement. This shows that it is important for the theory of citizen development to cover aspects of the development of citizens in the broader ortogenetic narrative of development from childhood to adulthood (Metzger et al., 2018).

Civic engagement creates the meaning of each individual commitment, which ultimately fosters a sense of responsibility towards the community and ultimately creates a feeling of unity. The sense of responsibility generates civic engagement that contributes to community responsibility. Civic engagement must be nurtured to shape a way of living together in a society with community and social responsibility (Procentese, De Carlo, & Gatti, 2019)

Citizen involvement is a commitment that refers to volunteering and programs of

activities that are oriented to service to expand the community, and also to decompose social networks, to help others. Its parameters are citizen participation, motivation, and commitment. Citizen involvement is related to social action, activity in the social sphere, and how citizens influence and strive to improve the conditions of society to the better. Citizen involvement can be done within the citizen community, especially in the surrounding community, with various service programs (Melisa & Bessma, 2023).

CONCLUSION

In conclusion, this can be realized with learning innovations that can foster the civic engagement of students. It can be based on the educational philosophy of progressivism to realize the civic engagement of students at the college. The advice from the research should be a concrete and consistent implementation of the various parties participation in tackling sexual violence, especially in the educational environment. This study shows that the use of anti-sexual violence materials with a gender equality perspective has a significant role in strengthening civic engagement at UIN Siber Syekh Nurjati Cirebon. This material not only increases students' awareness of the issue of sexual violence, but also encourages their active participation in creating a safer and more inclusive academic environment.

The approach used in learning, including the integration of gender equality

values, interactive discussions, and real case studies, has proven effective in building critical understanding and reflective attitudes towards the issue of sexual violence. In addition, the involvement of various stakeholders, such as lecturers, students, and institutions, is an important factor in ensuring the sustainable implementation of this material. However, this study also identified several challenges, such as diverse perceptions of the concept of gender equality and resistance to changes in certain social values. Therefore, a more inclusive and sustainable strategy is needed in the preparation of the curriculum, training of teaching staff, and a more assertive campus policy in handling cases of sexual violence. Thus, the implementation of gender equality-based anti-sexual violence material at UIN Siber Syekh Nurjati Cirebon is not only an educational instrument, but also a real step in building an academic culture that is more responsive to gender and human rights issues.

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