

# Strengthening the ecosystem for preventing and handling sexual violence on campus to support achievements SDGs gender equality

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**Abstract.** This research aims to describe (1) the ecosystem for preventing and handling sexual violence (PHSV) on campus and (2) the effectiveness of implementing an ecosystem for PHVS on campus. This qualitative research with interviews, FGDs, and document studies. The subjects were University Leaders, PHSV Task Force, Anti-Sexual Violence Ambassadors, lecturers, students, and educational staff at Surabaya State University. The data analysis technique uses the Miles and Haberman pattern. The research results show that the ecosystem for preventing and handling sexual violence (PHSV) on campus includes (a) campus community, (b) physical elements, (c) PHSV responsive curriculum, (d) regulation, and (e) interactions between campus community. Strengthening the academic atmosphere through the design of a hidden curriculum in the form of non-violent interactions and the integration of anti-sexual violence in learning. Prevention strategies effectively create a positive, friendly, safe, equal, and participatory campus culture fighting sexual violence. Case-handling strategies have a positive impact from various sides. Victims dare to speak up and receive psychological, social, and legal assistance. The perpetrator will receive sanctions according to existing regulations, thereby ensuring that there is no recurrence of the case and increasing the commitment of the campus community not to commit acts of sexual violence.

## 1 Introduction

Sexual violence is still a global problem that significantly impacts women [1], including in Indonesia. Sexual violence can be defined as an attack that contains sexual elements, whether sexual intercourse occurs or not, regardless of the relationship between the victim and the perpetrator [2]. During the 2015-2021 period, the National Commission

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on Violence Against Women noted 67 cases of violence against women in educational environments with details: sexual violence at 87.91 percent, psychological and discrimination at 8.8 percent, and physical violence at 1.1 percent. Universities rank first for sexual violence in educational environments, with 35 reported cases. This number is like an iceberg because only a handful of cases of sexual violence have been revealed. To create an academic environment that is supportive, inclusive, and free from sexual violence, appropriate regulations and synergy from various parties are needed [3].

The Indonesian Government responded to this issue by issuing Minister of Education, Culture, Research and Technology Regulation No. 30 of 2021 concerning the Prevention and Management of Sexual Violence in Higher Education Environments. This regulation is fresh air for the entire higher education academic community. This rule is a guideline in formulating policies and taking steps to prevent and handle sexual violence. It also provides legal certainty for university leaders to take firm action against perpetrators of sexual violence. Surabaya State University is committed to realizing a campus with zero sexual violence to ensure all campus community safety, comfort, and benefit and achieve the Sustainable Development Goals, especially gender equality (SDG 5).

Research related to sexual violence on campus has been carried out using various approaches. O'Connor [4] researched Predictors of campus sexual violence perpetration. Research that reviewed 28 articles found that the general predictors of sexual violence on campus were personality factors, attitudes, and negative life experiences as the main predictors. In contrast, other factors, such as sexual behavior and past experiences, received less attention.

Martin-Storey [5] researched sexual violence on campus for sexual minorities and transgender people. These findings highlight the high levels of vulnerability to sexual violence among gender minority students. The report also indicates the context in which the violence occurred and suggests specific strategies for prevention. Kettrey [6] examines the implementation of the US Elimination of Sexual Violence on Campuses (SaVE) Act, which mandates that all higher education institutions offer prevention and awareness-building programs addressing sexual violence to new students. This research recommends that programming efforts not only focus on individuals but also adopt an ecological perspective that targets individuals, social relationships, community, and societal factors.

Senn et al. [7] researched the effectiveness of self-defense and resistance programs against sexual assault for women. Programs with evidence-based content formats and providing practice opportunities are effective in reducing levels of sexual victimization for women. This program can also increase confidence, knowledge in self-defense, willingness to use self-protection strategies, and even reduce attitudes of self-blame. This program can increase women's assertiveness in sexual situations and reduce fear of violence in the future. This research recommends a self-defense program for women.

In contrast to the research above, which focuses more on prevention programs, this research views sexual violence as an action involving various elements. The novelty of this research is a systemic approach to photographing the prevention and handling of sexual violence. This research examines (1) elements in the ecosystem for preventing and handling sexual violence on campus and (2) the effectiveness of implementing the ecosystem for preventing and handling sexual violence at Surabaya State University. This

issue is essential to study as a reference in ending sexual violence on campus through a systemic approach.

## **2 Methods**

This research is descriptive qualitative research, where qualitative research is research that aims to interpret phenomena by involving various methods [8]. Data collection techniques using interviews and focus group discussion (FGD). For data completeness, relevant document studies were also carried out in the form of journals or supporting information from mass media or the Internet.

The subjects of this research were University Leaders, the PHSV task force, Anti-Sexual Violence Ambassadors, lecturers, students and educational staff at Surabaya State University. The location of this research is at the State University of Surabaya, Ketintang and Lidah Wetan. The research was carried out in March – October 2023. The data analysis technique used was the Miles and Haberman pattern through data condensation, data presentation and drawing conclusions.

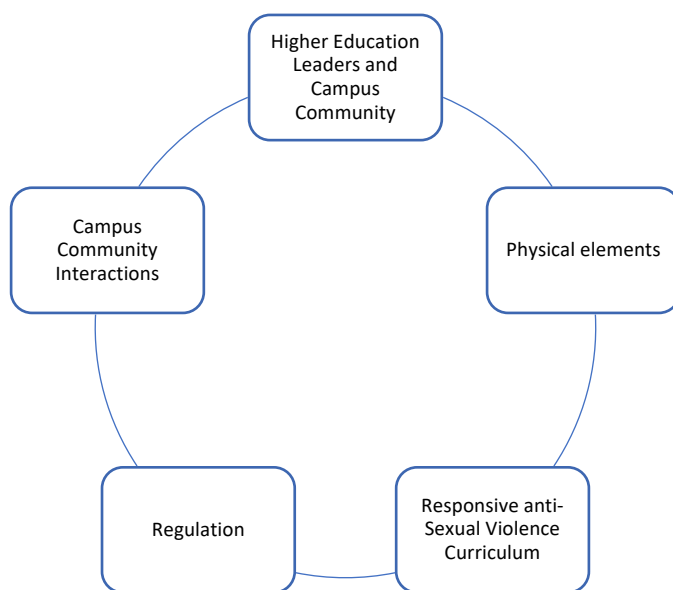
## **3 Result and discussion**

### **3.1 Sexual violence prevention and management ecosystem**

Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 30 of 2021 explains all acts that constitute sexual violence, namely: (1) Speech that discriminates or insults the victim's physical appearance, body condition, and/or gender identity; (2) Intentionally exposing his genitals without the victim's consent; (3) Delivering remarks containing sexual advances, jokes, and/or whistling to the victim; (4) Staring at the victim with sexual overtones and causing discomfort; (5) Sending messages, jokes, images, photos, audio, and/or videos with sexual nuances to the victim even though the victim has prohibited it; (6) Taking, recording, and distributing photos and audio and/or visual recordings of the victim that have sexual nuances without the victim's consent; (7) Uploading photos of the victim's body and/or personal information that have sexual nuances without the victim's consent; (8) Disseminating information regarding the victim's body and personality that has a sexual nuance without the victim's consent; (9) Peeping or deliberately looking at the victim who is carrying out activities privately and/or in a private space; (10) Persuading, promising, offering something, or threatening the victim to carry out sexual transactions or activities that the victim disagrees with; (11) Giving punishment or sanctions that have a sexual nuance; (12) Touching, rubbing, touching, holding, hugging, kissing, and/or rubbing body parts on the victim's body without the victim's consent; (13) Opening the victim's clothes without the victim's consent; (14) Forcing the victim to carry out sexual transactions or activities; (15) Practicing a community culture of Students, Educators and Education Personnel with nuances of Sexual Violence; (16) Attempted rape, but penetration did not occur; (17) Committing rape includes penetration with objects or body parts other than the genitals; (18) Forcing or deceiving the victim to have an abortion; (19) Forcing or deceiving the

victim to become pregnant; (20) Intentionally allowing sexual violence to occur; (21) Committing other acts of sexual violence

In higher Education, the potential and opportunity for sexual violence can occur between (1) lecturers and students, (2) lecturers with educational staff, (3) lecturers and campus community, (4) students with students, (5) students with Education; (6) students and campus community; (7) educational staff with educational staff; (8) staff with campus community; and (9) lecturers, students and staff with external parties. Violence can occur during interactions in learning, research, community service, student activities, actual work lectures, internships, and outside the lecture context. Violence can occur verbally, non-verbally, physically, and digitally.



**Fig. 1.** PHSV Ecosystem Elements on Campus

Prevention and treatment efforts involve various elements, namely campus community, physical elements, PHSV responsive curriculum, regulations, and interactions between campus community.

- a. Campus community, including higher education leaders, lecturers, students, education staff, and parties involved in the *Tri Dharma* of Higher Education. A massive and systematic anti-sexual violence education and outreach program is needed to target these components.
- b. Physical elements include buildings, parks, fields, places of worship, laboratories, libraries, and other facilities. Sexual violence can occur anywhere and at any time. This requires the establishment of campus facilities that are conducive to preventing sexual violence. The instruments needed are (1) bright lighting; (2) the existence of an SOP for space use that is responsive to anti-sexual violence issues; (3) friendly for people with disabilities; (4) there is an operational time limit for the use of the

- facility; (5) control and monitoring continuity from the security team; (6) ease of room access; and (7) the existence of an alarm that can be used as a sign of danger.
- c. A curriculum that is responsive to anti-violence issues is developed through three patterns, namely (1) special courses that discuss gender and sexual violence, such as courses on Gender and Media, Gender in Law, Sociology of Gender, and others; (2) integrating the issue of sexual violence in relevant courses in one discussion chapter, such as courses in Islamic Religious Education, Pancasila Education, Citizenship Education, Family Welfare Science, and others; (3) anti-sexual violence is a value that is built into learning interactions; and (4) participation in anti-sexual violence education and training which is mandatory for all lecturers, students and educational staff.
  - d. Regulations, Regulation no. 30 of 2021, which is the legal umbrella for preventing and handling sexual violence on campus, needs to be operationalized through (1) the chancellor's regulation discussing PHSV; (2) the PHSV guidebook, which is a reference for the PHSV implementation; (3) granting authority to the PHSV Task Force and guaranteeing protection to the team; (4) Leadership commitment to enforcing rules without discrimination; and (5) supporting the program in the form of adequate funding.
  - e. Campus community interaction. The formation of non-violent habits is the core of interactions in learning or outside of learning, both directly and indirectly. To develop humanistic, respectful and mutually respectful interactions, systematic habituation is required. Strengthening this habit can be outlined in interaction guidelines on campus.

The ecosystem concept in this research is in line with Regehr [9] that Universities are large, complex organizations. The population and physical environment are similar to those of a small town or large city. Like a small town, a university has a community and workers, libraries, public spaces, office buildings, roads, parking lots and more. On campus interact diverse individuals with mental health and behavioural challenges similar to society at large. Universities have an obligation to safeguard and protect their citizens, ensuring health, security and mental health.

The importance of tertiary institutions' commitment is in line with the article [10], schools and universities must provide more intense support to survivors of sexual violence and dismantle the structures that perpetuate and create conditions for harassment. Sara Ahmed photographed the existence of a culture of sexual harassment and violence in the educational environment. This research provides recommendations for the importance of understanding gender and sexual violence in the context of education to accelerate social transformation.

In the digital era, violence has shifted to the mode of cyber-based sexual violence or what is usually called Online Gender-Based Violence (GBV). GBV is a form of verbal violence that occurs due to the development of information and communication technology. GBV is carried out through the media online with the intention of harassing the victim based on gender [11]. There are at least nine forms of GBV according to the Commissioner of the National Commission on Violence Against Women, Sitohang V [12], namely; (1) Cyber harassment is a threat to the victim to be afraid of using

technology and social media; (2) Cyber hacking is the most common cybercrime act experienced by many people; (3) Impersonation is taking another person's identity to humiliate, insult the victim, or create false documents; (4) Cyber recruitment manipulates the victim, leading them into a detrimental and dangerous situation; (5) Cyber stalking is an act of misuse of technology to stalk other people, either by direct observation or investigating the victim's traces; (6) Malicious distribution is the digital distribution of content to damage the reputation of victims or organizations defending women's rights; (7) Revenge porn is distributing pornographic videos or photos of victims aimed at revenge; (8) Sexting is sending pornographic images or videos to the victim; (9) Morphing, namely changing an image or video to damage the person's reputation in the photo/video.

In the context of Surabaya State University, reports of sexual violence until September 2023, 80% were dominated by gender-based violence in the form of revenge porn, Cyber recruitment, Malicious distribution, Sexting, and Morphing. Mendes et al. [13], in research on Sexual violence in contemporary educational contexts, found that increasing time spent interacting digitally increases the risk of sexual violence in the form of online sexual harassment and image-based sexual harassment in some teenagers. Filice [14] examines the rise of online dating websites and applications that offer the convenience of establishing new relationships. However, this platform has great potential as a catalyst for sexual violence, whether inside or outside the network. This research reveals an increase in the prevalence of sexual violence through online dating.

There are variations in the relationship between perpetrators and victims based on the reports received. Most violent activities are carried out in romantic relationships, friendship relationships, and as a form of fraud. Sexual violence in romantic relationships is in the spotlight of Miller [15]. He revealed that there was violence in dating or harassment in the interactions between men and women who were romantically linked. This violence commonly occurs since middle school adolescence and peaks in early adulthood. Victims of dating violence experience a variety of negative impacts on physical and mental health, including unwanted pregnancies and sexually transmitted infections. This research recommends universal Education and applicable sexual violence prevention guidelines. Referring to this phenomenon, being active in maximizing digital literacy education and understanding forms of gender-based violence is a necessity.

### **3.2 Implementation of an ecosystem for preventing and handling sexual violence**

Prevention of Sexual Violence at Surabaya State University is carried out through various strategies:

- a. Learning by requiring new students, lecturers, and education staff to participate in violence prevention lessons through the Learning Management System. Hopefully, this strategy will provide the foundation for forming insight, understanding, and attitudes toward anti-sexual violence. In this context, it is necessary to develop Semester Lecture Plans, learning media, and textbooks that discuss sexual violence and integrate anti-violence values in lectures. The pattern that has been developed is the integration of anti-sexual violence in Islamic religious education courses. This theme becomes a chapter discussed and integrated into the RPS and textbooks.

- b. Strengthening campus governance with a pattern of (1) policies that support PHSV in Higher Education; (2) forming a Task Force to oversee PHSV; (3) compiling PHSV guidelines; (4) limiting meetings between campus community outside operational hours or outside campus areas; (5) availability of easily accessible sexual violence reporting services; (6) providing Education and training for students, lecturers, education staff and campus community regarding PHSV efforts; (7) provide reasonable accommodation for persons with disabilities for PHSV; and (8) cooperation with related agencies for the protection of victims and others.
- c. Strengthening the community culture of students, educators, and educational staff can take the form of communication, information, and Education regarding the prevention and handling of sexual violence in various activities.

Prevention programs are effective in reducing cases of sexual violence committed by lecturers and education staff. In 2021 – 2022, there were four reported cases of lecturers committing acts of violence, and sanctions were determined. 2023, there will be a decrease; there is one case report involving an educational worker. On the other hand, student cases experienced a spike, reaching 23 cases until September 2023. This spike in cases is understood as (1) the courage of student victims to report and dare to speak up as a product of the massive Education and outreach program carried out; (2) increasing understanding regarding sexual violence among lecturers and education personnel so that they do not become perpetrators or victims; and (3) new patterns of digital violence have not been addressed appropriately among students.

This finding aligns with research by Rominski et al. [16], which states that sexual violence prevention education programs for students can change attitudes and behavior about sexual violence. Acceptance of rape myths is common, and educational programs can reduce acceptance of rape myths. Fayaz [17] highlights poor interactions between lecturers and students, students in the same class and seniors, and friendships. Fayaz recommended creating healthy relationships at various levels, increasing emotional intelligence, and introducing seniority awards among students. Efforts to end campus violence must be supported and institutionalized.

The effectiveness of preventing sexual violence is researched [1]. The implementation of Global Consent for students in Vietnam has been proven to reduce the occurrence of sexually violent behavior. Through legal Education, the dangers of sexual violence and the importance of empathizing with victims can increase student pro-social behaviour. Efforts to prevent sexual violence should ideally be carried out from an early age across levels of Education, in line with the findings of Anderson et al. [18], who studied the cycle of violence. Violence and poly victimization experienced in childhood are associated with violent acts in adolescence and adulthood. The existence of this attachment necessitates intervention to break the cycle of violence. The results of this study underscore the need to screen for and identify violence in childhood to stop the cycle of violence.

Teachers and education personnel have the potential to become reliable Anti-Sexual Violence reporters. Experiences of childhood sexual abuse among college students are associated with their current depressive symptoms. Schools, families, and society need to be encouraged to provide healthy sexual behavior prevention interventions related to sexual violence to childhood students. In this context, the Indonesian Government has

created regulations for the Prevention and Handling of Violence in Schools by promoting the Child-friendly School program.

Apart from preventing sexual violence, universities are also required to handle sexual violence by:

- a. Assistance to victims or witnesses who are students, educators, education staff, and the community. The assistance provided is in the form of counseling. Counseling by an on-site psychologist adjusts the victim's comfort. Counselors apply pro-victim principles and fulfill victims' needs. Apart from counseling, health services, legal assistance, advocacy, and social and spiritual guidance are also provided. People with disabilities receive assistance by paying attention to the needs of victims. Accompanying victims or witnesses is, of course, carried out based on agreement. Then, when the victim or witness cannot consent, consent can be given by parents, guardians, or companions. This program is effective in restoring the victim's psychological condition.
- b. Protection is provided to victims or witnesses who are students, educators, education staff, and campus community. Protection can be in the form of (1) guarantee of continuity in completing Education for students; (2) guarantee of continued employment as an educator and/or educational staff at the University concerned; (3) guarantee of protection from physical and non-physical threats from the perpetrator or other parties or recurrence of sexual violence in the form of facilitating reporting of physical and non-physical threats to law enforcement officials; (4) protection of identity confidentiality; (5) providing information regarding protection rights and facilities; (6) providing access to information on protection implementation; (7) protection from attitudes and behavior of law enforcement officers that demean and/or reinforce stigma against victims; (8) protection of victims and/or reporters from criminal prosecution; (9) civil lawsuits for reported incidents of sexual violence; (10) provision of safe houses; and/or (11) protection of security and freedom from threats relating to the testimony given.
- c. Imposition of administrative sanctions when the perpetrator is proven to have committed sexual violence. The imposition of administrative sanctions is determined by a Higher Education Leadership Decree based on recommendations from the PHSV Task Force. Administrative sanctions are classified into three categories: light administrative, medium administrative, and heavy administrative. Light administrative sanctions in the form of a written warning or a written statement of apology published internally on campus or in the mass media. After completing light administrative sanctions, the perpetrator must participate in a counseling program at an institution appointed by the PHSV Task Force. The perpetrator bears funding for the counseling program. The report on the counseling program results is the basis for Higher Education Leaders to issue a certificate that the perpetrator has carried out the sanctions imposed. Administrative sanctions are in the form of temporary dismissal from office without obtaining office rights or reduction of rights as a student, which include: (1) postponement of attending lectures (suspension); (2) revocation of scholarship; or (3) reduction of other rights. Meanwhile, heavy administrative sanctions are in the form of permanent dismissal as a student or permanent dismissal from a position as an educator, education staff,



or campus member by the provisions of the laws and regulations of the relevant higher education institution. The imposition of sanctions is carried out proportionally and fairly by the recommendations of the PHSV Task Force. Higher Education Leaders can impose administrative sanctions that are more severe than the administrative sanctions recommended by the PHSV Task Force, taking into account (1) the victim is a person with a disability, (2) the impact of sexual violence experienced by the victim; and (3) the reported party or perpetrator is a member of the PHSV Task Force, head/head of a study program, or head of department. In 2023, four sanctions have been imposed on perpetrators of sexual violence in the severe category. Imposing sanctions is effective in minimizing cases of sexual violence committed by lecturers.

- d. Victims recover through medical procedures, physical therapy, psychological therapy, and social and spiritual guidance. Victim recovery can involve doctors/other health workers, counselors, psychologists, community leaders, religious leaders, and other companions according to needs, including those of victims with disabilities. The victim's recovery period does not reduce the victim's rights in the learning process, employment rights, or other rights by statutory provisions. The characteristics of perpetrators are an interesting study as a basis for developing sexual violence prevention programs on campus [19]. There are four areas of consideration discussed: (1) the perpetrator's modus operandi or pattern of actions, (2) the perpetrator's risk factors, (3) the perpetrator's perception of norms, and (4) situational risk factors. Recommendations in the form of programs to prevent and handle sexual violence at individual and community levels as a support for creating a friendly and comfortable campus.

Referring to the description above, the formula for handling sexual violence at Surabaya State University boils down to three approaches: mentoring, protection, and providing sanctions. The principle emphasized in handling sexual violence is the pro-victim principle. This principle ensures that what the victim wants and needs becomes a priority. The imposition of sanctions for perpetrators of sexual violence is based on the University's code of ethics and civil servant disciplinary regulations [20]. If the victim wants the case to be processed legally, the PHSV Task Force will provide legal assistance for reporting the campus to the authorities. In this context, Indonesia has enacted the Criminal Act of Sexual Violence. Laws in Indonesia regarding sexual violence include prevention, fulfillment of victims' rights, recovery of victims, and regulation of handling during the legal process. Criminal sanctions will be imposed if proven wrong. This differs from handling on campus; the sanctions given are administrative for the perpetrator. The highest administrative sanction, namely being dismissed as a lecturer and education staff.

Results should be clear and concise. The discussion should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

## **4 Conclusion**

From this research, it can be concluded that the ecosystem for preventing and handling sexual violence on campus includes (a) biotic elements consisting of higher education leaders, students, lecturers, education staff, and other campus community, as mentioned in the *Tri Dharma* of Higher Education; (b) physical elements, in the form of adequate buildings or facilities; (c) PHSV responsive curriculum; (d) regulation; and (e) interactions between campus community. Implementing the PHSV ecosystem at Surabaya State University relies on PHSV responsive leadership policies in creating a positive, friendly, safe, equal, and participatory campus culture in fighting all forms of sexual violence. Apart from that, strengthening the academic atmosphere through a designed hidden curriculum in the form of non-violent interactions between campus communities and the integration of anti-sexual violence in learning.

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