



ANALYSIS OF UNDERSTANDING OF SEXUAL VIOLENCE IN UNIVERSITY CAMPUS

Syifa Sofia Wibowo^{a*} ; Eti Rimawati^b; Nugraheni Kusumawati^c ; Ayu Ashari^d

^{a,b,c,d} Faculty of Health Science ; Universitas Dian Nuswantoro ; Imam Bonjol Street No. 207, Pendrikan Kidul, Central Semarang District ; Semarang and 50131 ; Indonesia

Abstract

According to a survey conducted by Kemendikbudristek, the majority of sexual violence took place in universities, 65 incidences of sexual violence occurred in universities in July 2023. The research sample was students of one of the campuses in the city of Semarang and 468 people completed it. This study aims to determine the understanding of lecturers, teaching staff and students at campus regarding sexual violence. This study is an analytical observational study using a cross-sectional research approach and a descriptive research design using primary data. The respondents were mostly students (97%) from the Faculty of Health (24.3%) and female (61.5%). The majority of respondents (97.9%) claimed to have heard of sexual violence and to be familiar with its concept. Non-physical sexual violence, including verbal abuse and sensual look, was selected as a form of sexual assault by 268 respondents (57.3%). The majority of respondents (97.9%) reported having heard, witnessed, or experienced sexual violence also the incident happened off campus. The reason respondents not report sexual harassment because respondents believe that sexual violence cases are private issues that should not be disclosed to others. 88.5% respondents of the sample answered its crucial to avoid sexual violence on the university campus. Among the preventative measures that university campus may implement to stop sexual violence, respondents recommended a safe and private reporting system (45.3%). In order to report or handle sexual violence cases, respondents recommended a hotline that is available at all times (22.4%).

Keywords: *University Campus, Public Knowledge, Personal Experience, Type Of Sexual Violence*

1. Introduction

To raise the standard of education in Indonesia, a secure, health-conducive, and violence-free studying environment is necessary. In 2020, 77% of teachers reported that sexual violence had happened on campus, and 63% of them failed to notify the university of the incidents they were aware of. These findings are inversely correlated with a study conducted by the Directorate General of Higher Education. Additionally, Komnas Perempuan discovered that 27% of allegations of sexual abuse at the educational level took place in higher education between 2015 and 2020 (Alfalathi et al., 2024; Kementerian Pendidikan, 2023).

The majority of sexual assaults took place in universities, according to a survey conducted by the

*) Corresponding Author (Syifa Sofia Wibowo)
E-mail: syfa.sofia.wibowo@dsn.dinus.ac.id

Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). 65 incidences of

sexual violence occurred in universities in July 2023, compared to 22 occurrences in secondary schools and 26 cases in elementary schools. Teenagers (18-24 years old) have engaged in both contact and non-contact acts of violence, according to the findings of the 2021 National Survey on the Life Experiences of Children and Adolescents. Women are twice as likely as males to experience sexual violence, with 7.32% of female cases and 4.20% of male instances. The prevalence of sexual violence cases is twice as high in urban regions as in rural ones (Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak, 2024).

According to WHO data on 2023, sexual violence against women typically takes place in "safe" environments like schools, colleges, and universities, as well as in workplaces when performed by acquaintances, coworkers, instructors, or managers, and occasionally in public places. Numerous studies have shown that the best way to create a campus climate that supports the prevention of sexual violence is through education and awareness. The WHO even highlights that one of the main reasons violent acts occur is ignorance of sexual violence (Yudhawasthi et al., 2023).

The Tridharma of Higher Education is not being implemented as well as it should, higher education quality is declining, and the Sustainable Development Goals (SDGs) pertaining to gender equality are not being met as a result of the rise in sexual violence in higher education (Alfalathi et al., 2024). By issuing Minister of Education, Culture, Research, and Technology Regulation Number 30 of 2021 concerning Prevention and Handling of Sexual Violence in Higher Education, the Ministry of Education, Culture, Research, and Technology took proactive measures to address and prevent sexual violence in higher education (K. R. dan T. R. I. Menteri Pendidikan, 2021). Steps to prevent and address sexual violence on campus might be based on the Ministerial Regulation. In order to avoid sexual assault, the social environment of students, teachers, and education staff can be strengthened through information sharing, education, and communication about sexual violence and its prevention and response. Providing support, protection, enforcing administrative penalties, and recovering victims are all ways of handling sexual abuse (Yudhawasthi et al., 2023).

Research on the understanding of sexual violence among the academic community is important to be able to plan prevention and handling programs for sexual violence on campus so as to create a learning environment that is safe from sexual violence. This study aims to determine the understanding of lecturers, teaching staff and students in the campus environment regarding sexual violence. Research on the topic of sexual violence is a relevant and up to date topic to be researched. The results of the research can be used as material for mapping cases experienced by the academic community both on and off campus. .

2. Method

This study is an analytical observational study using a cross-sectional research approach and a descriptive research design using primary data. In line with the goal of descriptive research, which is to provide a comprehensive explanation of the data collected from a study, this kind of descriptive explanation in this study attempts to supplement the data presentation.

The participants in this study were students, instructors, and teaching staff from various faculties at one of the private campuses in Semarang city. Participants came from the following faculties; the faculties of computer science, economics and business, cultural sciences, health science, engineering, and medicine. It is known that one of these private campuses has 229 lecturers and staff and 11,516 registered students. The research's sample was selected by stratified random sampling. Using the Krecjie Table significance confidence level at 0.05-0.01 (95-99%) while accounting for the population's homogenous characteristics. These estimates indicate that 370-622 persons are expected to make comprised the total number of samples for this research. Respondents must meet the criteria that follows in order to be considered: 1) be at least 17 years old; 2) a university student at one of the campuses in the city of Semarang; and 3) be willing to complete the questionnaire.

In order to collect information for this research, a questionnaire by google form about sexual violence

awareness was used. There are 16 questions in total, divided into 4 indicators. The four indicators are: 1) public knowledge of sexual violence; 2) personal experiences of sexual violence incidents; 3) the reporting of cases; and 4) efforts to prevent sexual violence on campus.

Respondents' responses to the questionnaire are scored in order to process the data. The calculation was performed using Microsoft Excel 2019. The method of calculation is based on the most common response from each respondent. The intention of this is to ascertain the respondent's comprehension of sexual violence by examining the opinions of research participants (Alfalathi et al., 2024).

Each respondent must complete an informed consent form as part of the study's ethical procedure. The fundamental purpose of the study, the advantages of the study, and the researcher's name, origin, and contact information are all included in informed consent. The first page of the Google Form allows all respondents to indicate their readiness to participate by checking the box. The Dian Nuswantoro University Research Ethics Commission approved ethical permission for this study under number 282/EA/KEPK/-Fkes-Udinus/I/2025.

3. Result and Discussion

The study's findings will show the responses to the four indicators on the questionnaire as well as the characteristics of the respondents. The research sample was students of one of the campuses in the city of Semarang and 468 people completed it.

Characteristic of respondents

Gender, academic community status, and work unit are among the questions on the respondent characteristics indicator. The following table presents the findings of respondent characteristics:

Table 1. Frequency distribution of characteristic of respondents

| Variable | Frequency (n) | Percentage (%) |
|-----------------------------------|---------------|----------------|
| Gender | | |
| Man | 150 | 32,1 |
| Women | 288 | 61,5 |
| Unknown | 30 | 6,4 |
| Academic community status | | |
| College students | 454 | 97 |
| Lecturer | 6 | 1,3 |
| Staff | 8 | 1,7 |
| Work unit | | |
| Faculty of computer science | 62 | 13,3 |
| Faculty of economics and business | 98 | 21 |
| Faculty of cultural science | 74 | 15,8 |
| Faculty of health science | 114 | 24,3 |
| Faculty of engineering | 64 | 13,6 |
| Faculty of medicine | 56 | 12 |

It is known that the majority of the 468 research participants are university student (97%) and female (61.5%). The majority of responders (24.3%) were from Faculty of Health Science of one of the university campus. With 288 respondents, or 61.5% of the total, the questionnaire's results pertaining to the respondents' characteristics revealed that the majority of respondents were female. According to research conducted by Irfawandi in 2023, the majority of sexual violence victims are women, and the attackers are members of the academic community on the victim's campus (Irfawandi et al., 2023). Sexual violence can take place in both public and private settings. Due to the stigma associated with women and children as "weak victims," victims of sexual abuse typically suffer from these groups. Sexual offenses that include women as victims are persistent, frequent, and can happen anyplace (Wahyuni et al., 2022).

Sexual assault frequently targets those who are weak and unable to protect themselves physically or emotionally. Because of society's value system, which places a lower value on women than on men, sexual

aggression and violence against women are common (Wartoyo & Ginting, 2023). According to data from the 2021 National Women's Life Experience Survey (SPHPN), 21.6% of women reported having been the victim of physical or sexual violence, according to the Minister of Women's Empowerment and Child Protection. Sexual violence against women occurred in 11,441 cases in 2023 with 11,712 women being the victims (Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak, 2024). It's evident from this data that many women who experience sexual abuse choose not to disclose their experiences, which means they must endure continuous physical and psychological suffering.

414 respondents or 97% of the total respondents, were students, who completed the questionnaire in the majority of cases. With 114 responses, or 24.3% of all respondents who became study samples, the Faculty of Health had the highest number of responders. Power always varies based on the situation and context, according to Foucault's power relations theory, which was used in Khafsoh's research in 2021. One side may use their power relations because of the top-down nature of the power dynamics that exist, such as those between lecturers and students, seniors and juniors, and even between education staff and students (Khafsoh & Suhairi, 2021). This is the reason behind incidents of sexual assault on college campuses. Each side has the ability to be powerful, thus power is not always about organization, according to Foucault. In order to help students comprehend sexual violence and protect their safety, for instance, some student entities exist, such as safety guarantees while on campus and the presence of organizations that address the issue (Khafsoh & Suhairi, 2021). The PPKS Task Force at university campus is a tangible step in the organization's efforts to stop sexual assault on campus.

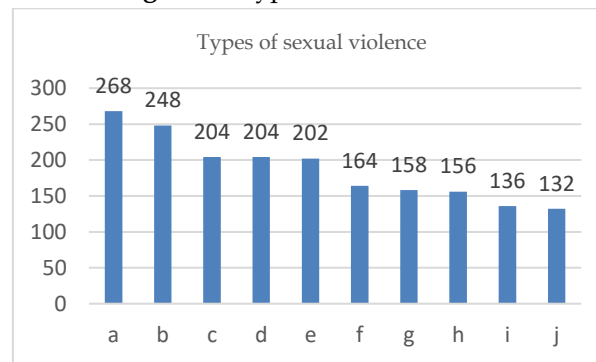
Public knowledge of sexual violence

There are 6 question items included in this indicator. In summary, these questions can be seen in the following table and diagram:

Table 2. Frequency distribution of public knowledge of sexual violence

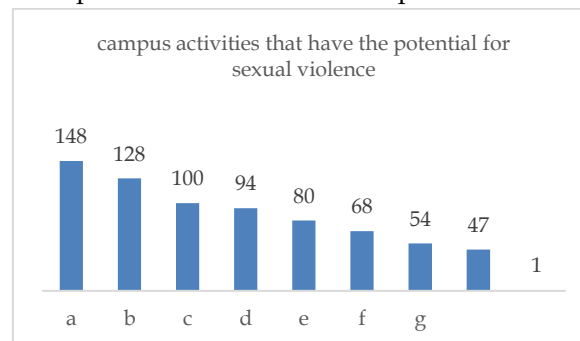
| Variable | | n | % |
|--|--------------|-----|------|
| Have you ever heard of sexual violence? | Ever | 458 | 97,9 |
| | Never | 10 | 2,1 |
| Do you know what sexual violence is? | I know | 458 | 97,9 |
| | I don't know | 10 | 2,1 |
| Sexual Violence allows for no consensus in sexual activity | Right | 440 | 94 |
| | Wrong | 28 | 6 |
| Are there any campus activities that could potentially lead to incidents of sexual violence? | There is | 242 | 51,7 |
| | There is not | 226 | 43,8 |

The participant's understanding of sexual violence is displayed in Table 2. The majority of respondents (97.9%) claimed to have heard of sexual violence and to be familiar with its concept. Sexual violence can sometimes take the form of everyday activities, according to 440 respondents (94%) who believed that sexual violence does not always involve sexual intercourse. 468 respondents in all were asked to select from the alternatives in the figure below on the many types of sexual violence. Every respondent was permitted to select more than one response and obtained 1.722 answers.

Diagram 1. Types of sexual violence

Note: a. non-physical sexual harassment (verbal, sensual gaze); b. physical sexual harassment; c. Gender-Based Violence Online (GBV); d. sexual abuse; e. rape; f. rape by penetration of objects/body parts other than genitals; g. sexual exploitation; h. sexual harassment through social media: instagram, whatsapp, etc; i. forced contraception; j. forced abortion; k. others (fill on your own).

Non-physical sexual violence, including verbal abuse and sensual look, was selected as a form of sexual assault by 268 respondents (57.3%). Physical sexual violence was the second most often mentioned response, with 248 (53%). Additionally, table 2 asks about activities on campus that may lead to sexual violence. According to 242 respondents, there are some practices that originate from educational institutions and have the potential to result in sexual violence. The following diagram illustrates a number of campus activities that may result in sexual violence:

Diagram 2. Campus activities that have the potential for sexual violence

Note: a. organizational activities: meeting until the night, gathering, etc; b. extracurricular activities: annual event, practice, etc; c. night activity: campus concert, ospek, etc; d. sports or art training: dance, morning exercise, etc; e. internships or field practice; f. community service activity; g. group discussion outside of class time; h. tutoring activities; i. others (fill on your own).

Based on the diagram above, it may be concluded that 148 respondents selected organizational gathering events and meetings that last until night as the campus activities most likely to produce sexual violence. According to 128 respondents, the second campus event is UKM, or extracurricular activities, like regular training and yearly festivities.

During the approximately two-month research period, 468 respondents in all filled out the questionnaires. Nearly every responder (97.9%) said they had heard about and understood what sexual violence was. Sexual violence is defined by Regulation Number 30 of 2021 of the Minister of Education, Culture, Research, and Technology as any act of degrading, humiliating, harassing, and/or attacking a person's body and/or reproductive function because of an imbalance in power and/or gender that causes or may cause psychological and/or physical suffering, including those that interfere with a person's reproductive health and the loss of the opportunity to pursue higher education in a safe and optimal manner (K. R. D. T. R. I. Menteri Pendidikan, 2021).

This indicator's following question asked, "Sexual violence allows for lack of consensus in sexual activity?". Most respondents gave the right response when they said that sexual violence extends beyond

rape and other sexual acts. Sexual violence include verbal, non-verbal, physical, and/or information and communication technology-based acts (Faturani, 2022; K. R. dan T. R. I. Menteri Pendidikan, 2021). The question asking respondents to choose different forms of sexual violence demonstrated their comprehension. Each respondent might select more than one statement from the ten categories of sexual violence. Respondents selected an average of six statements, while 132 respondents (28.3%) selected every assertion.

Forcible contraception and abortion were the least chosen forms of sexual violence. Regarding sexual assault education, students' knowledge and critical thinking are still in the early stages (Mauludya & Nisa, 2023). Education is one way to solve the problem. One important factor in preventing sexual violence is education. The definition of sexual violence, how to spot inappropriate behavior, and how to react or report an occurrence are all covered in education. Additionally, education aids in altering social standards and eliminating the stigma that frequently befalls victims of sexual assault (Asri et al., 2023).

The question "Are there campus activities that have the potential to cause sexual violence?" was also posed by this indicator. According to 43.8% of respondents, there are activities on campus that could lead to sexual violence. These campus activities include extracurricular activities like annual events that even require students to stay overnight, as well as organizational events like late-night meetings. An outline of the potential causes of sexual violence on campuses can be found in research conducted by Sumintak in 2022. According to his findings, one of the most perilous discourses in Foucault's theory is that of sexual desire (Sumintak & Idi, 2022). According to other study findings, environmental factors contribute to the desire for sexuality among those who commit acts of sexual violence (Sofyan et al., 2024). At this time, there is little monitoring on campus and student activities frequently continue until nightfall.

Personal experiences of sexual violence incidents

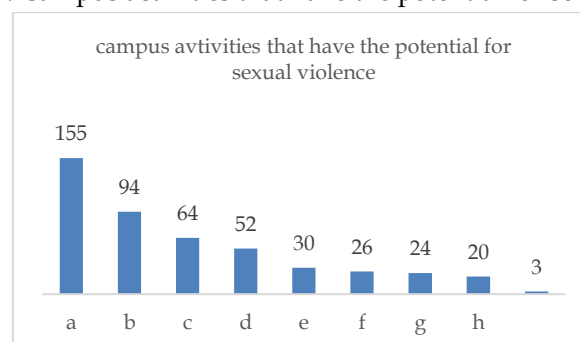
Four question items are part of this indication. To summarize, the following table and diagram illustrate these questions:

Table 3. Frequency distribution of personal experiences of sexual violence

| Variable | | n | % |
|--|--------------------|-----|------|
| Have you ever heard/seen/experienced sexual violence? | Ever | 438 | 93,6 |
| | Never | 30 | 6,4 |
| If ever, where did the incident occur | In-campus | 204 | 43,6 |
| | Inside and outside | 264 | 56,4 |
| Have you ever received information/ education/ socialization about preventing sexual violence? | Ever | 444 | 94,9 |
| | Never | 24 | 5,1 |

The majority of respondents (97.9%) reported having heard, witnessed, or experienced sexual violence, while the majority (97.9%) reported that the incident happened off campus. Ninety-four percent of the respondents have been socialized, educated, or informed on preventing sexual violence. Here are the answers to the additional question on this indicator:

Diagram 3. Campus activities that have the potential for sexual violence



Note: a. social media; b. peer education; c. seminars; d. podcast/campus radio; e. video; f. printed poster; g. workshop; h. television; h. others (fill on your own).

Social media (155 respondents, 33.1%), peer education (94 respondents, 20.1%) and seminars (64 respondents, 13.7%), and are the most effective media for educating, socializing, and spreading information about sexual violence within the community.

In this indicator, the questions "Have respondents heard/seen/experienced sexual violence?" and "Where have respondents heard/seen/experienced this?" will be posed to the respondents. According to the responses, 458 people (97.9%) reported having heard, witnessed, or experienced sexual violence, and the majority of these incidents took place off campus. One category of violence that can be separated according to the identity of the perpetrator is sexual violence. The first type of sexual violence is familial abuse, which occurs while the victim and the offender are still blood relatives. Sexual violence perpetrated by someone other than the victim's family falls under the second category, known as extra familial abuse (Sopyandi & Sujarwo, 2023). Anyone can become a victim of sexual violence at any time. In the workplace, in the community, in the classroom, with peers, or in the home, sexual violence is all too common and frequently happens in daily life (Wartoyo & Ginting, 2023).

This statistic also shows that 94% of respondents have been socialized, educated, or informed on preventing sexual violence. Seminars (20.1%), peer education (13.7%), and social media (33.1%) are the most successful information sources for education. The development of the digital platform necessitates seminars or other activities that impart knowledge on how to use the present state of digital media. For instance, promoting responsible digital media use and adhering to relevant laws. It is possible to determine whether ones should be shared on social media or kept for personal use (Makmur Jaya & Rita Zahara, 2023). According to research by Putri from 2024, students level of understanding on the various forms of sexual abuse was impacted by the availability of instructional films on social media (Putri & Sari, 2024).

Peer education is also thought to be a successful way to spread knowledge about sexual violence. It has been demonstrated that peer-to-peer information transmission improves teenagers' emotional and social support and can raise their awareness of sexual violence (Marhan et al., 2022). In order to provide informal, non-professional comfort, relaxation, and friendship, peer counseling is a collaborative process that promotes the use of group members' shared interests. The child should feel safe sharing anything with the counselor, who should be a friend (Januar et al., 2024). Peer education regarding sexual violence is a useful step since it creates a sense of security and comfort during the conversation or therapy process.

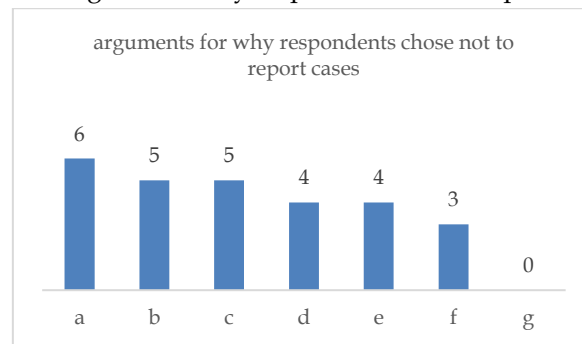
The reporting of cases

This indicator consists of two questions, which are detailed below:

Table 4. Frequency distribution of the repoting of cases

| Variable | | n | % |
|---|-----|-----|------|
| If there is an incident of sexual violence on campus, will you report it? | Yes | 414 | 88,5 |
| | No | 54 | 11,5 |

According to the majority of respondents (88.5%), if sexual violence occurred on campus, they would report it. After selecting "no," respondents were asked to explain why they did not report possible cases of sexual violence on campus.

Diagram 4. Arguments why responden did not report of the cases

Note: a. personal problems do not need to be known to others; b. feel afraid and worried; c. feel ashamed; d. no need to report; e. received threats; f. have reported but were not handled; g. Others (fill on your own).

27 respondents selected one of the reasons listed in the questionnaire followed by the "no" response. According to the diagram above, the most frequently given reasons are that respondents believe that sexual violence cases are private issues that should not be disclosed to others (6 respondents), that reporting sexual violence causes afraid and worried (5), and that reporting cases causes embarrassment (5). The majority of respondents (88.5%) to the survey indicated that they would report a sexual violence event if it happened on campus. Due to a lack of legislation pertaining to the prevention, treatment, and protection of victims of sexual violence in academic settings, sexual violence on campus happens (Faturani, 2022). Assistance, protection, administrative sanctions, and victim recovery are the procedures that universities must follow when reporting cases of sexual violence, according to Regulation Number 30 of 2021, Chapter III, of the Minister of Education, Culture, Research, and Technology. Chapter III's articles 10 through 22 also address how to deal with sexual violence on college campuses. In order to prevent and address sexual violence, universities need to establish a task force (K. R. dan T. R. I. Menteri Pendidikan, 2021; Timpoporok et al., 2024).

Respondents who indicated that they would not disclose instances of sexual violence on campus were asked to provide an explanation for their decision. Six respondents gave the most common explanation, which was that they believed sexual violence occurrences were private matters that shouldn't be discussed with others. Respondents would feel ashamed if others knew about their issue, according to another response (5 respondents). The stigma that develops in the community that portrays women victims of violence as the guilty party, "seductive women," or lacking morals is largely to blame for their unwillingness and incapacity. The community believes that because of this, it is acceptable for these women to endure acts of violence similar to what they have experienced. The majority of victims are unwilling to disclose the incidents they encounter, which may be due to their being stuck in systems, surroundings, or situations that prevent them from speaking up or to their fear of the stigma they would face if they did (Ramadani & Ramadhan, 2023).

Being scared of how others will react if they discover they have been sexually abused is another reason why victims of sexual violence do not report what they have experienced (5 responders). Sexual assault victims, whether in the home or in public, are particularly susceptible to victim blaming. The tendency in the community to hold the victim accountable for their experiences is known as victim blaming. The psychological strain on victims is undoubtedly increased by victim blaming. There are various ways to engage in victim blaming, including placing the blame on the victim, not trusting their account, and other similar actions (Tantimin, 2019).

Efforts to prevent sexual violence on campus

Steps to avoid sexual violence on university campus are the subject of the questionnaire's final indicator. Three questions were asked, and they are shown as follows:

Table 5. Frequency distribution of efforts to prevent of sexual violence

| | Variable | n | % |
|---|---|-----|------|
| How important do you think it is to prevent sexual violence on university campus? | Very important | 410 | 87,6 |
| | Important | 414 | 88,5 |
| | Not important | 54 | 11,5 |
| Give your suggestions for the prevention of sexual violence in university campus | Regularly hold seminars on sexual violence | 64 | 13,7 |
| | Provide a secure and confidential reporting system | 212 | 45,3 |
| | Install CCTV in every area | 73 | 15,6 |
| | There is a regulation on sexual violence | 94 | 20,1 |
| | Involve student organizations to socialize | 20 | 4,2 |
| | Others (fill on your own) | 5 | 1,1 |
| Give your suggestions for reporting/handling sexual violence on university campus | Conduct psychological rehabilitation programs for victims | 105 | 22,4 |
| | Provide various reporting channels, such as hotlines | 100 | 21,4 |
| | Provide legal advocacy for victims | 65 | 13,9 |
| | Create a supportive environment where victims are supported, not blamed or ignored | 100 | 21,4 |
| | Ensure that the identity of the whistleblower is kept confidential to avoid pressure or threats | 91 | 19,4 |
| | Others (fill on your own) | 7 | 1,5 |

According to 414 respondents or 88.5% of the sample, it is crucial to avoid sexual violence on the university campus. Among the preventative measures that university campus may implement to stop sexual violence, respondents recommended a safe and private reporting system (45.3%), laws against sexual assault (20.1%), and the installation of CCTV in every location (15.6%). In order to report or handle sexual violence cases, respondents recommended a hotline that is available at all times (22.4%), a supportive environment for victims of sexual violence cases (21.4%), and that university campus make sure the reporter's identity is kept private to prevent threats from third parties (21.4%).

Academicians from university campus who are still active – as students, lecture, and academic staff – completed questionnaires for this study. From November 2024 to January 2025, a Google Form was used to distribute the questionnaire. At university campus, 468 respondents from all faculties filled out the questionnaire.

According to 410 respondents, it is crucial starting toward preventing sexual violence on the university campus. The availability of a secure and private reporting system (212 respondents), sexual assault policies (94 respondents), and CCTV in every location on the university campus (73 respondents) are the types of sexual violence prevention that respondents desire. One of the things that influences how a person acts, thinks, and feels about interactions with their surroundings is their surroundings. In an attempt to stop instances of sexual assault on campuses, CCTV and lighting are crucial elements that need to be taken into account. Among the elements that make the offenders desperate to carry out acts of sexual violence are the campus's serene mood, poor illumination, and the absence of security features like CCTV and security posts (Ramadani & Ramadhan, 2023).

Preventing Sexual Violence In order to carry out procedures, Higher Education must conduct learning, develop governance, and strengthen the academic community's culture. A module on sexual violence prevention and handling might be developed as the first step in the learning process. College initiatives to create guidelines, rules, and task groups on sexual violence can be one way to develop governance. Educating and informing incoming students is one way to strengthen community's culture, and university-owned groups or organizations can be involved (Saraswati, 2022).

The study's questionnaire also inquired about respondents' preferred methods of managing sexual violence. The majority of respondents desired a hotline that is always open (105 respondents), victim

advocate through the court system (100 respondents), and a guarantee of anonymity regarding the name of the person reporting occurrences of sexual violence (100 respondents). the necessity of treating sexual violence and sexual violence seriously since victims may suffer from severe trauma, physical health issues, and mental or psychological health issues. The principles of justice, protection, and victim rights must guide how sexual abuse is handled. According to Permendikbudristek No. 30 of 2021, victim recovery, administrative sanctions, protection, and help are the stages for dealing with sexual violence (Saraswati, 2022; Zarkasi & Siregar, 2024).

This study has several limitations that need to be considered in interpreting the results and generalizing them. First, despite the large number of respondents (468 participants), this study was only conducted at one private university in Semarang City. This limits the generalizability of the findings to other campus environments that may have different demographic, cultural, and campus policy characteristics. Second, although this study covers aspects of knowledge, personal experience, reporting, and prevention efforts, it has not yet conducted an in-depth analysis of the factors that cause sexual violence on campus qualitatively. Further research with a qualitative approach can provide a deeper understanding of the dynamics that occur behind quantitative data.

4. Conclusion and Suggestion

Both inside and outside campus, the academic community of university campus is well-versed in the definition, reporting, and prevention of sexual violence. The majority of sexual violence incidents happened off campus, and those respondents said they would report any cases of sexual violence they witnessed, heard, or experienced. The PPKS Task Force is the avenue for reporting incidents of sexual violence on the university campus.

5. Acknowledgments

We appreciate Dian Nuswantoro University's research grant, which allowed the author to finish this study. Dian Nuswantoro University, under contract number 005/A.38-04/UDN-09/I/2025, provided funding for this study.

6. References

- Alfalathi, S. A., Safitri, A., Fazny, B. Y., & Sopia, S. (2024). Gambaran Pemahaman Pelecehan Seksual Pada Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Ibn Khaldun Bogor. *Teraputik: Jurnal Bimbingan Dan Konseling*, 8(1), 42-51.
- Asri, W. K., Mannahali, M., Azizah, L., Novia, L., & Alamsyah. (2023). Edukasi Bersama: Membentuk Lingkungan Kampus Bebas Dari Kekerasan Seksual. *Jurnal GEMBIRA (Pengabdian Kepada Masyarakat)*, 1(6), 1490-1499.
- Faturani, R. (2022). Kekerasan Seksual di Lingkungan Perguruan Tinggi. *Jurnal Ilmiah Wahana Pendidikan*, 8(15), 480-486. <https://doi.org/10.5281/zenodo.7052155>
- Irfawandi, Hirwan, I., Aziz, Z. M., Syukur, M., & Arifin, I. (2023). Analisis Jenis Jenis Dan Penyebab Kekerasan Seksual Di Lingkungan Kampus. *Jurnal Pendidikan Indonesia*, 4(04), 383-392. <https://doi.org/10.59141/japendi.v4i04.1747>
- Januar, M. A., Sofiyudin, M., Hasan, K. I., & Kusmawati, A. (2024). Peran Konselor Sebaya dalam Menangani Anak Korban Kekerasan Seksual di Sekolah. *Concept: Journal of Social Humanities and Education*, 3(1), 65-75. <https://doi.org/10.55606/concept.v3i1>

- Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak. (2024, September 3). *Kemen PPPA Fokus Pada Penanganan Kekerasan Berbasis Gender Dan Prioritas Nasional*. Biro Hukum Dan Humas Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak.
- Kementerian Pendidikan, K. R. D. T. R. I. (2023). *Peningkatan Kapasitas Satuan Tugas Pencegahan Dan Penanganan Kekerasan Seksual Di Lingkungan Perguruan Tinggi*. Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia.
- Khafsoh, N. A., & Suhairi. (2021). Pemahaman Mahasiswa Terhadap Bentuk, Proses, Dan Pandangan Penanganan Kekerasan Seksual Di Kampus. *Marwah: Jurnal Perempuan, Agama Dan Jender*, 20(1), 61–75. <https://doi.org/10.24014/marwah.v20i1.10487>
- Makmur Jaya, & Rita Zahara. (2023). Peran Dan Pengaruh Media Digital Dalam Issue Pelecehan Seksual Di Indonesia. *Jurnal Ilmiah Teknik Informatika Dan Komunikasi*, 3(2), 189–200. <https://doi.org/10.55606/juitik.v3i2.530>
- Marhan, C., Yunita, A., Qalbi, L. S., Suarni, W., & Pambudhi, Y. A. (2022). Strategi Pencegahan Dan Penanganan Pelecehan Dan Kekerasan Seksual Melalui Psikoedukasi Dukungan Sebaya. *Amal Ilmiah: Jurnal Pengabdian Kepada Masyarakat*, 4(1), 93–100. <https://doi.org/10.36709/amalilmiah.v4i1.78>
- Maulydia, P. A., & Nisa, Z. (2023). Paradigma Pemahaman Mahasiswa Mengenai Pelecehan Seksual di Lingkungan Kampus. *Strukturasi: Jurnal Ilmiah Magister Administrasi Publik*, 5(1), 78–87. <https://doi.org/10.31289/strukturasi.v5i1.1629>
- Menteri Pendidikan, K. R. D. T. R. I. (2021). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 30 Tahun 2021 Tentang pencegahan Dan Penanganan Kekerasan Seksual Di Lingkungan Perguruan Tinggi*.
- Menteri Pendidikan, K. R. dan T. R. I. (2021). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 30 Tahun 2021 Tentang Pencegahan Dan Penanganan Kekerasan Seksual Di Lingkungan Perguruan Tinggi* (Patent Nomor 30 Tahun 2021).
- Putri, D. R. T., & Sari, I. Y. (2024). Edukasi Dengan Video Berpengaruh Terhadap Sikap Mahasiswa Mengenai Perilaku Kekerasan Seksual Di Lingkungan Kampus. *Jurnal Kesehatan*, 12(1), 169–179.
- Ramadani, D. F., & Ramadhan, S. (2023). Mengatasi Trauma Pada Tindakan Kekerasan Seksual Pada Remaja Perempuan. *Journal of Social Computer and Religiosity (SCORE)*, 1(1), 36–42.
- Saraswati, N. D. (2022). Arah Pengaturan Hukum Pencegahan Dan Penanganan Kekerasan Seksual Di Kampus Menurut Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 30 Tahun 2021 Tentang Pencegahan Dan Penanganan Kekerasan Seksual Di Lingkungan Perguruan Tinggi. *Jurnal Hukum Mimbar Justitia*, 8(1), 115–137.
- Sofyan, I. M., Sukma, N. I. E., Izzah, A. N., Althof, T. N., & Supriyono. (2024). Dinamika Kekerasan Seksual yang Terjadi di Lingkungan Kampus: Tinjauan Terhadap Faktor Penyebab dan Upaya Untuk Mengurangnya. *BERSATU: Jurnal Pendidikan Bhinneka Tunggal Ika*, 2(2), 32–47.
- Sopyandi, & Sujarwo. (2023). Kekerasan Seksual di Lingkungan Pendidikan dan Pencegahannya. *Jurnal Pendidikan Ilmu Pengetahuan Sosial (JPIPS)*, 15(1), 19–25.
- Sumintak, S., & Idi, A. (2022). Analisis Relasi Kuasa Michel Foucault: Studi Kasus Fenomena Kekerasan Seksual di Perguruan Tinggi. *Jurnal Intelektualita: Keislaman, Sosial Dan Sains*, 11(1), 55–61. <https://doi.org/10.19109/intelektualita.v11i1.11117>
- Tantimin. (2019). Victim Blaming Pada Korban Kekerasan Domestik Di Masa Pandemi Covid-19: Perspektif Viktimologi. *Gorontalo Law Review*, 2(2), 277–289.

- Timporok, Y. G., Setiabudhi, D. O., & Tampanguma, M. Y. (2024). Penanganan Terhadap Kekerasan Seksual Di Lingkungan Perguruan Tinggi Ditinjau Dari Permendikbudristek Nomor 30 Tahun 2021. *Jurnal Fakultas Hukum UNSRAT*, 13(4).
- Wahyuni, S., Nurbayani, S., Kesumaningsih, I., & Hargono, D. (2022). Korban Dan/ Atau Pelaku: Atribusi Victim Blaming pada Korban Kekerasan Seksual. *Brawijaya Journal of Social Science*, 2(1), 1–17. <https://doi.org/https://doi.org/10.21776/ub.bjss.2022.02.01.1>
- Wartoyo, F. X., & Ginting, Y. P. (2023). Kekerasan Seksual Pada Lingkungan Perguruan Tinggi Ditinjau Dari Nilai Pancasila. *Jurnal Lemhannas RI*, 11(1), 29–46. <https://komnasperempuan.go.id/catatan-tahunan>.
- Yudhawasthi, C. M., Akbar, Moh. R., Lestari, A. D., Nabawiyah, D., & Faustina, H. (2023). Analisis Pengetahuan Dosen Dan Mahasiswa Universitas Bhayangkara Jakarta Raya Tentang Pencegahan Dan Penanganan Kekerasan Seksual. *Pusat Studi Gender Dan Anak UIN Alauddin Makassar Sipakalebbi*, 7(2), 128–145.
- Zarkasi, A., & Siregar, E. (2024). Penanganan Korban Kekerasan Seksual Di Lingkungan Kampus. *PAMPAS: Journal Of Criminal Law*, 5(3), 325–337.