

---

## RESEARCH ARTICLE

# The Dilemma of Fighting for Safe Campuses: The Challenges of Efforts to Prevent and Address Sexual Violence in Higher Education

Aulia Nursyifa<sup>1</sup>, Gumilar Rusliwa Somantri<sup>2</sup>, Francisia Saveria Sika Ery Seda<sup>3</sup>

<sup>1</sup>Department of Sociology, University of Indonesia, Depok, Indonesia; Department of Pancasila Education and Citizenship, Pamulang University, South Tangerang, Indonesia

<sup>2,3</sup> Department of Sociology, University of Indonesia, Depok, Indonesia

**Corresponding Author:** Aulia Nursyifa **E-mail:** [aulia.nursyifa@ui.ac.id](mailto:aulia.nursyifa@ui.ac.id), [aulianursyifa@unpam.ac.id](mailto:aulianursyifa@unpam.ac.id)

---

## ABSTRACT

This research focuses on identifying challenges in efforts to prevent and address sexual violence on campus, based on case studies at three campuses in the Greater Jakarta region of Indonesia. The methods used were qualitative; data collection included observation, interviews with 29 participants, and documentation. The data was analyzed using Publish or Perish, Vos Viewer, and NVivo 12 Plus. The findings of this study show that the issue of sexual violence is a complex issue so that it creates a dilemma, the campus is required to provide a sense of security free from sexual violence but on the other hand the campus faces various challenges including: sexual violence is seen as a sensitive issue so that victims do not dare to report; policy implementation does not pay attention to norms, social order, and campus culture; the campus is not quick to respond; lack of support of facilities and infrastructure, funds, time and workload, human resources; uneven socialization; the victim had difficulty proving the case; the perpetrator has a higher power relationship; other cases of sexual violence (cases of revenge of ex-boyfriends, cases outside the tridharma of higher education, cases in the digital realm, and cases involving other institutions). Strategies to face these challenges can be carried out by transforming campus structures and building collaboration between various parties (academics, campuses, government, National Commission for Women, and so on) in realizing a campus that is safe from sexual violence.

## KEYWORDS

Sexual Violence; Challenges; Safe Campus; Prevent and Treat

## ARTICLE INFORMATION

**ACCEPTED:** 19 July 2025

**PUBLISHED:** 30 August 2025

**DOI:** 10.32996/jhsss.2025.7.9.2

---

## 1. Introduction

Sexual violence is any form of behavior or actions related to sexuality, unwanted behavior or without the consent of the victim, by committing: coercion of sexual behavior, attempted rape, rape, flirting, sexual harassment; regardless of the relationship between the perpetrator and the victim and can occur in any situation or environment (Grundy, 2021; Krug et al. 2002; Khan et al., 2018). Sexual violence can occur anywhere and anytime, including in higher education settings. Sexual violence in the educational environment is a very worrying global issue. Educational institutions should function as a place that can provide a sense of safety and comfort from various forms of violence. Sexual violence in educational institutions not only damages the sense of security of the academic community but can also hinder the learning process and damage future generations. Sexual violence in higher education institutions is a despicable, immoral, illegal act, becoming a public problem and even its actions can violate human rights; Therefore, there is a need for efforts to prevent sexual violence due to the high incidence of sexual violence in higher education institutions (Mellins et al. 2017; Wamboldt et al., 2019). According to Harris (2019), sexual violence in higher education is a crucial problem and has become the focus of attention of various higher education institutions in the world.

The issue of sexual violence in the higher education environment has become a concern globally and even in Indonesia. Various survey results show an alarming number of sexual violence in higher education environments, including: 1 in 3 female students have been victims of sexual violence; 1 in 4 of the victims have reported cases of sexual violence on campus; and 1 in 20 students admitted to experiencing sexual violence since they first entered higher education; Women in higher education at the age of 18-24 are at risk of sexual violence (Bondestam & Lundqvist, 2020; Cantor et al., 2020; Korman et al., 2017; Krebs et al., 2016; Perkins & Warner, 2017; Powell, 2022; Smith et al., 2022; Wamboldt et al., 2019). There is research in 25 countries, including the Asian region, which highlights the high rates of sexual violence on campus, victims of sexual violence are at risk (having multiple sexual partners, having HIV, poor mental health, alcohol or drug addiction behaviour) (Pengpid & Peltzer, 2020). Not much different from in Indonesia, according to the National Commission on Women (2024) that from 2021 to February 2024, there were 284 cases of violence handled, with the most cases of sexual violence being 128 cases. In fact, based on data from the Ministry of Education from 2021 to July 2024, it increased to 302 cases, with the most cases of sexual violence in the higher education environment (Minister of Education, 2024). The data confirms that cases of sexual violence are a crucial and systemic problem that demands attention and joint solutions.

In Indonesia, the state is responsible for protecting the academic community from the dangers of sexual violence in higher education, through the Regulation of the Minister of Education, Culture, Research, and Technology Number 30 of 2021 concerning Preventing and Dealing with Sexual Violence in Higher Education (Minister of Education, 2021). The regulation is complemented by the Regulation of the Secretary General of the Ministry of Education Number 17 of 2022, which contains technical references for the implementation of the regulation (Minister of Education, 2022). Then, the policy was renewed and expanded to include not only sexual violence, through the Regulation of the Minister of Education, Culture, Research, and Technology Number 55 of 2024 concerning Preventing and Dealing with Violence in the Higher Education Environment (Minister of Education, 2024). Policies have changed, so higher education is required to transform and adjust campus policies and implement them. Although, the challenges in implementing policies are not easy to overcome. This policy is an important legal basis in building a protection system for all citizens in a higher education environment that is safe from various forms of violence.

The implementation of the regulation has established task forces in various higher education in Indonesia, from August 2021 to February 2024 760 task forces have been formed in 93 public higher education and 67 private higher education, there are 269 cases in the process of handling, and 229 cases have been decided with sanctions (National Commission on Women, 2024). Although the implementation of policies in an effort to prevent and deal with violence in the higher education environment has been well done, there are still many other challenges in the dilemma of providing safe higher education, including: the majority of Muslims in Indonesia who view sexuality as a taboo, the absence of standard guidelines (Noer, Kusmawati, et al., 2024); patriarchal norms that are still strong, victims are afraid to report, and afraid of being tarnished by the reputation of the campus (Fatchiya et al., 2025); The campus has not built a strong foundation and standard rules to present a campus free from violence (Abdullah & Asmara, 2023; Fitri et al., 2022); Implementation on Campus Is Less Gender Responsive (Rafif Attala & Dwi Astuti Nurhaeni, 2024); the existence of a bad stigma when reporting, as well as the fear of retaliation, an ineffective mechanism (Nafisah & Rizqi, 2024); Lack of supporting facilities and infrastructure; limited human resources; and various other obstacles in the field in the implementation of sexual violence rules on campus, so that if left unchecked, this can become a dilemma in transforming a campus that is safe and free from violence.

The problem of sexual violence is not only a problem of deviant individuals, but there is a need for a transformation of the structure of higher education so that the various challenges faced in efforts to prevent and handle sexual violence in higher education are resolved. As their opinion Hirsch & Khan (2020) That sexual violence on campus cannot be understood as a person's deviant behavior, but also comes from the structural and spatial products of the campus that can regulate sexual authority. Walby (2023) adding that higher education as an arena for contesting gender power is reproduced through policies, institutional practices, and social norms, so that the failure of institutions to deconstruct power opens up space for sexual violence to occur and even continues. Institutions should be protectors who provide a sense of security for the entire academic community in higher education, but instead become a party that betrays the trust of the victim, denying, neglecting, and even protecting the perpetrators (Adams-Clark et al., 2024; C. Smith & Freyd, 2014). Therefore, to examine the complexity of the problem of sexual violence in the higher education environment, this study adopts the perspective of gender structuring theory. Structuring theory that emphasizes that social structures and individual actions as agents cannot be separated, but rather interact with each other in creating social reality; have a reciprocal relationship in social practice (Giddens, 2009; Giddens, 2016). Meanwhile, in the context of gender, this theory provides an idea that social practice has a relationship with gender problems; one of the focuses of this research is on the issue of sexual violence in the higher education environment. Gender structuring shows that gender relations and power are reproduced in higher education institutions.

Based on the many problems faced in the implementation of policies to prevent and handle sexual violence in the higher education environment. Previous research (Fitri et al., 2021; Hermawati et al., 2023; Suardi et al., 2023), has discussed research on sexual violence in higher education, but has not discussed the challenges of sexual violence problems with the analysis of gender structuring theory, so the results of this research are novelties that specifically discuss the issue of sexual violence in the higher education environment in Indonesia. The purpose of this research is to identify challenges in efforts to prevent and deal with sexual violence in higher education environments. This research is expected to contribute to becoming a reference for the government,

higher education, and related institutions in designing strategies to create a safe, inclusive, and free higher education environment from various forms of sexual violence.

## 2. Methodology

Qualitative methods were chosen to explore in depth the problem solving of sexual violence in higher education settings. Conforming to the opinion Creswell & Creswell (2018) Qualitative research aims to explore the meaning of the researcher's experience in finding problem-solving solutions. A single case study was used in this study that specifically focused on the issue of violence on campus. The delimitation of this research is limited to problems in three campuses in the Greater Jakarta area of Indonesia, consisting of: campus X, campus Y, and campus Z. The three campuses were deliberately chosen because they have the following criteria: higher education in the Greater Jakarta area; already have a task force; and have implemented programs to prevent and deal with sexual violence in higher education settings. The research will take place from 2023 to 2024. The number of participants involved in the study amounted to 29 participants.

The collection of research data was carried out by: the researcher made direct observations in three higher education; documentation studies sourced from scientific journals of the last ten years (2013-2023) on sexual violence in higher education, data processed using software from the VOSviewer Publish or Perish application; Documentation of survey results that have been carried out by task forces in 3 higher education into additional data; in-depth interviews with all participants lasting 60 to 100 minutes, interview data was processed using the Nvivo 12 Plus application. The use of Nvivo 12 Plus helps researchers in managing data to organize data used in qualitative research projects, including interview data (Dalkin et al., 2021; Jackson & Bazeley, 2019). The research analysis process is carried out by reducing data, presenting data, and drawing conclusions (Matthew B. Miles et al., 2014). Based on the analysis conducted by the researcher, it can be a research finding on the challenges of higher education in presenting a safe and comfortable campus from sexual violence.

## 3. Result and Discussion

### 3.1. Results

This study had 29 participants from 3 higher education institutions in the Greater Jakarta area, Indonesia. Participants consisted of lecturers, students, education staff, the Task Force, the National Commission on Women, and the Ministry of Education. In detail, the demographics of this study are shown in the following table.

Table 1. Demographics of research participants

Variable		Frequency	Percentage
Gender	Woman	23	79
	Man	6	21
Age	<19 years old	2	7
	20-24 years old	10	34
	25-29 years old	1	3
	30-34 years old	1	3
	35-39 years old	4	14
	40-44 years old	3	10
	45-49 years old	1	3
	>50 years old	7	24
Final education	High School/Student	12	41
	S1	4	14
	S2	5	17
	S3	8	28
Work	Student	12	41
	Lecturer	10	34
	Education Personnel	3	10
	Ministry of Education	3	10
	National Commission on Women	1	3
<b>Total</b>		<b>29</b>	<b>100%</b>
		<b>Participants</b>	

Source: Research data processing (2024).

Based on table 1 of the demographics of the research participants, it is known that the majority of participants are women, which is 79%. Participants are dominated by the age of 20-24 years, while the last education level is still mostly still working as a student at 41%. The majority of participants were students because most of the perpetrators and victims in 3 higher education

institutions were students. This is in accordance with the results of surveys that have been carried out by task forces in 3 higher education as additional data to strengthen the results of this research.

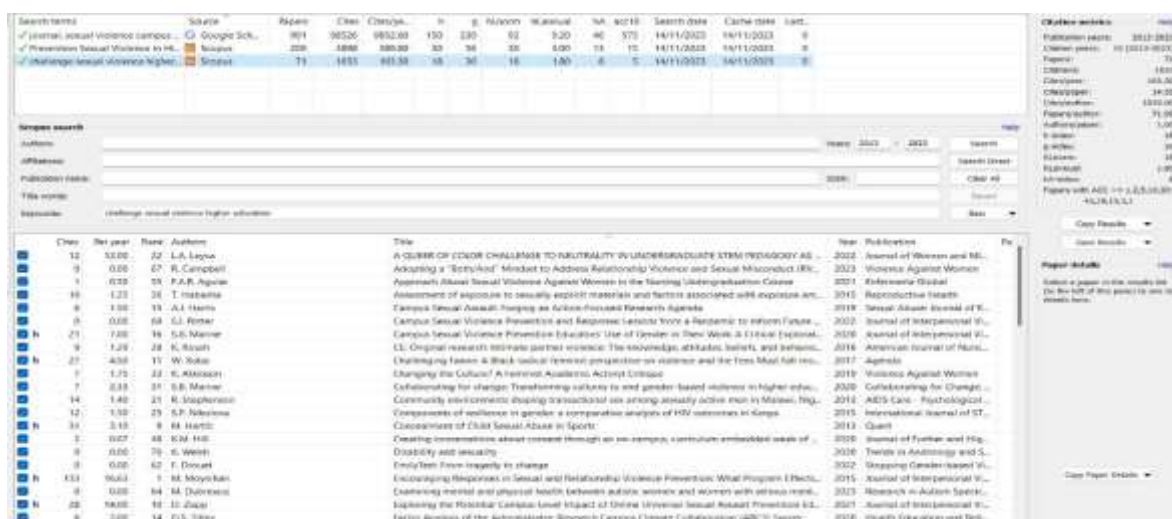
Table 2. Survey data results at 3 campuses

Campus X	Y Campus	Campus Z
63% of respondents have known someone else as a victim of sexual violence on campus	63% of respondents have known the indications of victims experiencing sexual violence on campus but chose not to report it to the campus	77% of perpetrators are students 96% of perpetrators of sexual violence are male
82% of respondents are unaware of campus policies regarding preventing and dealing with sexual violence on campus	87% of respondents were unaware of the existence of sexual violence services on campus	74% of sexual violence victims are college students. 84% of victims of sexual violence are female

Source: Research document, 2024

Based on Table 2. The results of survey data on 3 higher education shows that most respondents on campus X have known about the existence of victims of sexual violence on campus, in line with campus Y most respondents know about the occurrence of violence on campus but choose to remain silent; both on campus X and Y, the majority of participants are not aware of the policy and do not even know the existence of campus services in dealing with sexual violence; while the survey at campus Z emphasized that the perpetrators and victims were mostly students, the majority of the perpetrators were male while the victims were mostly women.

Before the researcher went to the field to conduct an interview, the researcher first studied documents from various literature to find the novelty of the issue of sexual violence in the higher education environment. The researcher collected various literature from Scopus over the last ten years (2013-2023), then the researcher used bibliometric software with Publish or Perish and VOSviewer, with literature search keywords, including the words: "Challenge", "Sexual Violence", "Higher education". More details will be discussed in Figure 1 below.



Picture. 1 Results of literature studies using Publish or Perish

Source: Researcher data processing, 2023

Based on Figure 1, we present the results of Publish or Perish from 71 articles from previous research discussing the challenges of sexual violence in higher education environments, with details: articles have been cited 1033 times; with an H-index value of 18, G-index 30; hI-norm 18; hI-Annual 1.80; hA index 8. Articles from previous research related to research themes are still relatively limited. Therefore, this topic opens up new opportunities to explore research on the challenges in efforts to prevent and deal with sexual violence in higher education settings, especially in Indonesia. Based on previous literature data, the researcher

continued data processing using the VOSviewer software with the aim of visualizing important themes that could be discussed in the previous study. This can be shown in the visualization results of Figure 2 as follows.

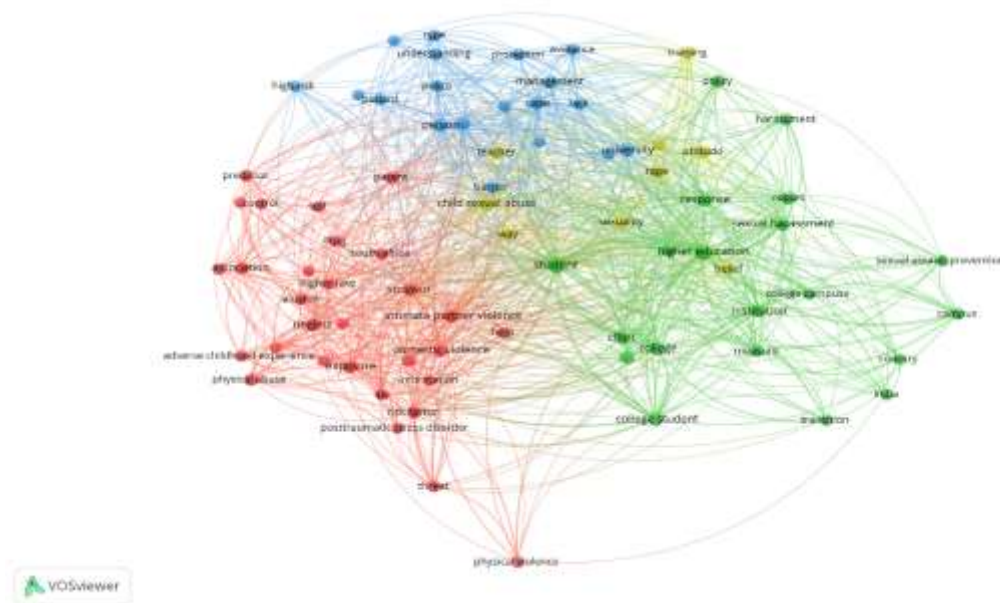


Figure 2. Research Results to See Network Visualization  
Source: Researcher data processing, 2023

Figure 2 presents a Network Visualization that illustrates the relationship between the keywords in this study. The word "higher education" is related to: "violence, sexuality, harassment, rape, policy, and training", which shows the complexity and multidimensionality of this issue. This network not only reflects existing problems, but also focuses on research. These findings reinforce the importance of new scientific contributions, given the lack of comprehensive research in this domain. This visualization also emphasizes the urgency and position of researchers in expanding academic discourse related to sexual violence on campus, especially in Indonesia. Furthermore, in Figure 3, the researcher analyzed the interview data using the Nvivo 12 Plus to generate visualizations, strengthening the validity of the interview content and providing a solid basis for further analysis.



Figure 3. Word Cloud Results Processed Using Nvivo 12 Plus  
Source: Researcher data processing, 2024

Figure 3 shows the results of the Word Cloud analysis of interviews with Nvivo 12 Plus which reflects the main theme of the study, there is a dominance of words such as "Violence", "Sexual", "Prevention", "Handling", "Policy", and "Report" highlighting



the importance of regulation, reporting, and the dynamics of power relations between lecturers and students in discussing sexual violence in the higher education environment. These words serve as an initial analytical instrument that reinforces the validity of the findings and serves as a basis for thematic analysis and more targeted policy formulation. The results of this grouping will be further expanded on in the next visualization shown in Figure 4.

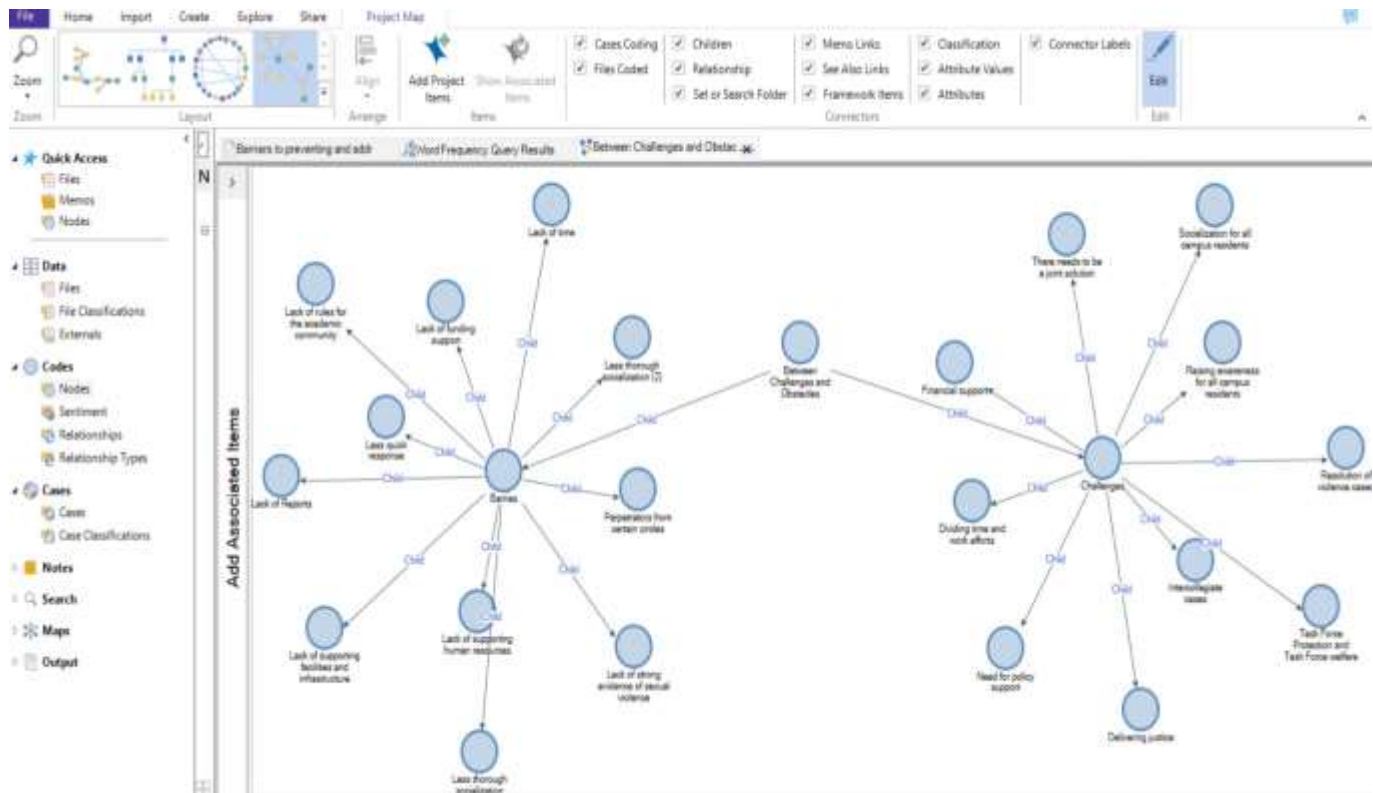


Figure 4. Project Map Results Processed from Research Interview Data  
Source: Researcher data processing, 2024

Figure 4 shows the results of the Project Map of the research, as a reference to group the main findings based on the crucial themes that emerged from the field interview data, which illustrates the complexity of the problems faced by higher education in responding to sexual violence. There are several findings regarding the challenges and obstacles to the implementation of sexual violence on campus:

1. Low case reporting. The low reporting of victims of sexual violence is a problem, especially since most of the victims are women. As the results of the interview are as follows: "Victims of sexual violence on campus are all around us, but they choose to remain silent because they are afraid that they will have to report to the campus related to the sexual violence case they experienced, afraid of going viral, being expelled from campus, defamation, fear of being threatened by the perpetrator, other risks that must be faced." (Campus Z Student Interview, 2024)  
Unequal power relations and a strong patriarchal culture, coupled with a negative stigma about victims, so in the reporting of sexual violence cases due to disrupting academic/career on campus, psychological disorders, and social life. Therefore, the main challenge in this aspect is the need to change the mindset of the academic community to adopt a gender-fair and victim-friendly perspective. This approach needs to be accompanied by the provision of comprehensive recovery services, including psychological and legal assistance that is easily accessible and safe for victims.
2. Implementation does not pay attention to policy elements, values, norms, culture, and social order. On campus, there are no special regulations that govern interactions between members of the academic community in various contexts, creating serious gaps. The absence of explicit guidelines leads to a vacuum of responsibility and opens up space for violence without effective protection mechanisms. The policies of each campus can be adjusted to the values of social norms, local culture, and social order.
3. Lack of speed in responding to violence. There is institutional unpreparedness in responding to cases quickly, transparently, and in favor of victims. Concerns about reputational damage often trump the importance of protecting campus residents, which reflects poor ethical and responsive governance. The absence of an emergency response mechanism, an easy reporting system, and psychosocial assistance makes victims reluctant to report.

4. Lack of facilities; Funding; time limits; and human resources. Campuses generally do not provide proper, private, and safe consultation or examination rooms for victims. In addition, budget constraints are a big obstacle; Task forces often work without adequate compensation or facilities, and socialization programs are hampered by a lack of financial support. Lack of competent human resources, such as: experts in psychology, law, or sociology. Resources from lecturers, students, and trained education staff are urgently needed as agents of change. On the other hand, time is a constraint because most task force members hold dual roles, making it difficult to focus on the task of handling cases. As expressed by the research resource person as follows: "The importance of providing support for facilities and infrastructure for efforts to prevent and handle sexual violence, so far the handling of sexual violence cases has been carried out in various places due to the absence of examination rooms, administratively it has not been fully supported" (Interview with Campus Y Task Force, 2024).
5. Socialization that does not reach the entire campus community. Socialization for all campus residents is a challenge so that many of them are less educated about sexual violence on campus, academics who do not understand what violence is tend to be passive, normalize jokes with sexual nuances, consider them unimportant, normalize the violence that occurs, even sexuality is considered a personal domain so they do not want to interfere. Therefore, it is important to foster an anti-sexual violence culture for all campus residents through regular socialization.
6. Lack of strong evidence of sexual violence. The lack of evidence is the main obstacle in handling cases of sexual violence, and many cases are even not reported because they are difficult to prove. Challenges also arise when perpetrators are not identified, especially in cases of social media-based sexual violence that require digital skills. The handling of this complex and tense case requires expert support and a strong agreement in providing administrative sanctions to the perpetrators.
7. The perpetrator has a higher power relationship than the victim who comes from a certain circle. The perpetrator usually has a higher position (position, power, semester level, intelligence, wealth, and so on) than the victim so that there can be a conflict of interest in the effort to enforce administrative laws that will be imposed on the perpetrator who should be given fair sanctions.
8. Other cases of sexual violence. Various other challenges also complicate the problem, including: cases of revenge of ex-girlfriends, cases that occurred outside the activities of the tridharma of higher education (Education, Research, Community Service); the problem of sexual violence in the digital world; to cases involving individuals from other campus institutions so that collaboration between campuses is needed in resolving cases so that the perpetrators are punished fairly while the victims get protection. As the interview was conducted, it was as follows: "We handle the case of the victim from another campus, while the perpetrator is from our campus. The problem is quite complex because it involves two institutions, so we coordinate with other campuses; besides that it is difficult to handle digital-based cases". (Interview with Campus X Task Force, 2024).

### 3.2. Discussion

In the life of Indonesian people who adhere to eastern culture, sexual issues are seen as a sensitive topic and taboo to be discussed openly, especially in the campus environment. This view has caused many parties to be reluctant to raise or discuss it directly, which ultimately reinforces a culture of silence. Shame due to social and cultural stigma makes victims of violence embarrassed to report cases of sexual violence at universities in Indonesia (Achmad et al., 2023). Talking about sexuality issues is still considered taboo (Asriani, 2020; Kågesten et.al, 2021; Wismayanti et.al., 2021); it is not an urgent matter, too sensitive, and is considered a personal matter (Yusran et al., 2023); plus male involvement in the program is still limited (Azmat et al., 2023). On the other hand, the risk of gender-based violent behavior is mostly experienced by women, even victims are considered perpetrators, women are marginalized and socially marginalized (Fielding-Miller et al., 2021). Even sexual violence as a weapon of male domination and control over women (Aissa & Mkinsi, 2024). Moletsane (2023) Seeing gender violence on campus is triggered by spatial inequality, gender identity, and social level. Negative stigma towards victims, security issues, lack of trust in reporting mechanisms; Reporting is only considered normative (Bukit & Crofts, 2020). This makes victims of violence unwilling to report to the campus (Khan et al., 2018; Sethi & Ghatak, 2018). Therefore, solutions that can be done for agents of the academic community in higher education include: academics need to advocate about sexual violence regulations on campus, change stigma, make efforts to prevent and handle, and support victims of sexual violence (Toyibah & Riyani, 2025); Lecturers can encourage students to think critically, analyze problems, and solve problems about sexual violence issues (Herawati & Ermakov, 2022); The academic community can be observers of sexual violence on campus which plays a role in promoting prosocial norms towards violence against women (Rusyidi et al., 2021); Provide an understanding to the younger generation about reproductive education to reduce stigma related to sexuality (Noer, Kusmawati, et al., 2024); the importance of sex education and the development of anti-violent character (Ahdhianto et al., 2025; Jatmikowati et al., 2015), even sex education is carried out from an early age (Ahdhianto et al., 2025; Dahlia et al., 2021). Therefore, it is important to change the mindset of the entire academic community to make policies and implement anti-violence campus programs, with a victim perspective, prioritizing justice, and gender responsiveness.

The existence of a regulation by the Minister of Education on sexual violence on campus is a guideline for higher education policies in implementing these rules in their respective higher education. But on the other hand, the policy needs to be re-analyzed in accordance with cultural values, as well as the social life of the campus (Nengyanti et al., 2023). The 3 campuses that are the focus of this study already have derivative rules on sexual violence, but specifically regulating interactions between academic and non-academic academics needs to be strengthened. This can be an obstacle because there are no rules that control

the behavior of the academic community. Policy rules regarding violence on campus can be a basic foundation for the academic community, as well as a control tool for interacting and behaving on campus. as Nursyifa et al., (2024) that all campus communities can comply with campus rules in the form of written and unwritten rules, including: rules regarding operational hours including activities outside campus hours; rules on final project guidance; Code; rules on guidelines, guidelines, and operational standards governing sexual violence on campus; and so on. The proposed policies as a reference for the implementation of various good practices on campus, including: gender responsive policies, policies on violence, and handling training policies (Richards & Kafonek, 2016). Therefore, it is a challenge in the future to build a campus climate that has implications for sexual violence programs and policies on campus (Coulter & Rankin, 2020). Higher education recommendations for making policies to be able to open information about cases of sexual violence (Shields, et.al,2022). Policies from the structure of higher education are also important for a gender perspective; the entire academic community, both women and men, gets the same rules and programs in an integrated manner so that they can have the potential for greater impact and synergy in sexual violence programs (Orchowski et al., 2020).

Another obstacle experienced is that the campus does not respond quickly to the problems that occur; this is not only caused by the neglect of the institution, but also by the limitations of facilities, infrastructure, funding, human resources, and time. This shows that a solid and comprehensive support system has not been built. Institutional reforms need to include: strengthening policies; provision of facilities and infrastructure; Increasing the capacity of human resources; The allocation of special budgets to run programs including for incentives, even higher education must have funding sources that specifically address sexual violence (Quinlan et al., 2016; Mitra et al., 2022); Division of Work of the Campus Task Force in carrying out dual roles as task units, lecturers, students, or education personnel. The importance of collaboration with various human resources who have competence in the fields of law, psychology, sociology, health, digital forensics; as well as cooperation with external institutions such as: the central and regional governments, the Ministry of Education, the Ministry of Women's Empowerment and Child Protection, the National Commission on Women, psychologist institutions, legal aid institutions, and so on. Each skill has an important role to play in dealing with the complexity of this issue, including as a sociologist must be able to study complex social change, the application of law, policy in higher education, and social movements about sexual violence (Gronert 2019). Strengthening the capacity of human resources can be done through training, seminars, workshops, and comparative studies between higher education to share good practices (Mitra et al., 2022).

Limited human resources are a major challenge in efforts to prevent and deal with sexual violence in higher education, because not all campuses have adequate experts. Therefore, cross-disciplinary collaboration with experts in law, psychology, sociology, health, digital forensics, and so on is needed. Various expertise is expected to support the implementation of policies, one of which is expertise in the field of Sociology, as conveyed Gronert (2019) that sociologists must be able to understand higher education policies, and social movements regarding sexual violence in higher education, so that sociologists can contribute scientifically to the study of sexual violence in higher education. Higher education institutions that are committed to providing a sense of security from sexual violence on campus must be ready to provide human resources that can support the implementation of policies, not the other way around. As the findings (Mason & Shankar, 2024) show that the campus supports the sexual violence policy, but in practice the experts are not involved in policy making. The existence of task forces is very vulnerable to criminalization, so it is important to get legal, psychological, and social protection. The importance of strengthening the capacity of human resources can be done through training, seminars, workshops, and comparative studies between higher education institutions to share good practices (Mitra et al., 2022). Campuses that have limited human resources can establish cooperation between external institutions of the campus such as: Cooperation between other campuses, legal aid institutions, psychologist institutions, the National Commission on Women, the Ministry of Women's Empowerment and Child Protection, local governments and the central government.

The obstacles that often occur in implementation do not reach the entire campus community, are only formalities, and are even carried out not routinely; this makes the campus community not understand the form of sexual violence, and even normalize violence. Such as research conducted by Schwarz et al., (2017), Violence is considered normal because the campus community does not understand it. Therefore, it is important to provide understanding to the entire academic community in a synergistic and sustainable manner. The academic community needs to increase knowledge, dispel myths, reduce stigma, and improve skills to recognize forms of violence (Allen et al., 2023); knowledge of implicit violence in the content of the campus curriculum of gender-sensitive courses (Yusran et al., 2023); even sexuality education needs to be strengthened in the curriculum and at the policy level in preventing promiscuous sex among adolescents who are at risk of HIV and AIDS (Rapiyana et al., 2020); Train academics to identify and censor behaviors that can promote sexual violence and become agents of change in educating healthy sexuality education (Berenguer-Simon et al., 2024); Establishment of nonviolent campus communities (Potter et al., 2021; Noer et al., 2024); The academic community can be a bystander who helps report the occurrence of sexual violence in the vicinity (Brown et al., 2014; Cares et al., 2015; Evans et al., 2019; Exner-Cortens & Cummings, 2021; Wamboldt et al., 2019; Yule & Grych, 2020); carrying out innovative activities by utilizing social media; and the need to increase quality empirical research on the dangers of violence on campus (Harris, 2019); through community service activities; Global Consent Mediator Program (Yount et al., 2022); Programs to prevent value-based sexual violence (Bonar et al., 2019); as well as various programs in an effort to prevent and handle cases of violence on campus (Backman et al., 2020; Casey, et.al, 2021; Champion, et.al, 2022; Tarzia et al., 2024).



Many victims of sexual violence are unable to show evidence of the sexual violence they have experienced, so it becomes an obstacle in handling cases and difficulties in imposing sanctions on the perpetrators. Victim-biased behavior and victim blaming can have a more severe impact on victims, so higher education should be able to facilitate what survivors of sexual violence need. Higher education should be able to provide resources and services for survivors of sexual violence on campus (Moylan & Javorka, 2018; Peltzer & Pengpid, 2016; Sabina & Ho, 2014). Higher education needs to facilitate victims of sexual violence to report to the authorities on campus, guarantee the victim's right to pursue higher education and for a career, restore the psychological condition of the victim, provide legal assistance, and facilitate what the victim needs.

Another challenge of sexual violence is in handling sexual violence if the perpetrator who comes from a certain circle, has a higher power relationship than the victim both socially, economically, educationally, and so on. Sanctioning perpetrators is a challenge because both perpetrators and victims can be dissatisfied with the leadership's decision on sanctions recommendations from the sexual violence task force. The government also supervises the leaders of higher education in determining the sanctions that must be reported periodically, so that if there is a complex problem where the perpetrator appeals the administrative sanctions that have been imposed on the perpetrator and also the problem if the perpetrator of violence is a leader of higher education, then the government can facilitate the task force to carry out its duties.

There are many other challenges that make violence cases complicated, including: sexual violence cases involving the ex-girlfriend of the perpetrator; cases of sexual violence outside of Tridharma activities; cases of perpetrators and victims from other campuses; Cases of gender-based cyberviolence that are difficult to track by the perpetrators, as has been researched by Mas'udah et al., (2024) Cyberviolence includes: sharing pornographic video photos, involvement in online prostitution, and threatening that private photos or videos will be shared with the public. Therefore, collaboration between higher education is needed in handling cases; as well as many other cases faced by the task force. This work is a noble task to save the young generation to be able to continue their lives, a job full of pressure and even threats, not knowing time, energy, and cost. Therefore, the task force needs to be legally protected, receive psychological assistance, and be guaranteed from social risks.

The complexity of the problem of violence does not only involve individual actions, but is also influenced by institutional structures in higher education. Sexual violence in higher education is not only the act of an individual who deviates, but also as part of the existence of social practices that can be reproduced by the institutional structure of the campus, so that efforts to prevent and deal with sexual violence in higher education do not only rely on individuals both as victims and perpetrators, but must also target the transformation of higher education as a whole. Adopts the Structuring theory that sexual violence on campus is the embodiment of individual (agency) actions and structures, the existence of causal relationships, very strong patriarchal norms, and an institutional culture that ignores sexual violence generated and reproduced by daily practice by the academic community (Giddens, 2016). Institutional structures (policy rules, culture of norms) that allow sexual violence to occur or be allowed, including: policies that are not known or understood by the academic community (see table 2); rules that do not represent women in policy-making or are less biased towards victims; a strong patriarchal culture creates an unequal power relationship (between lecturers and students, structural officials with ordinary lecturers, senior students with junior students, higher education partners with academics, and so on); reporting system that burdens victims, does not dare to report (see table 2), corners victims, neglects cases, stigmatizes victims; the arrangement of campus spaces and needs to be supervised; and various other institutional structures of the campus. The existence of students, lecturers, education staff, task forces, and campus leaders as campus agents who undergo social practices in an effort to prevent and handle sexual violence in higher education. In social practice, it can show efforts to prevent and deal with sexual violence in the higher education environment, the weaknesses and strengths of the task force depend on the structural support and capacity of the agents so that in their implementation, various challenges arise (see figure 4). Therefore, this research provides a solution to the need for a transformation of campus structure to provide the best solution to truly ensure that all campus residents are free from sexual violence. As for the transformation model of higher education that is safe from sexual violence, in the following image:

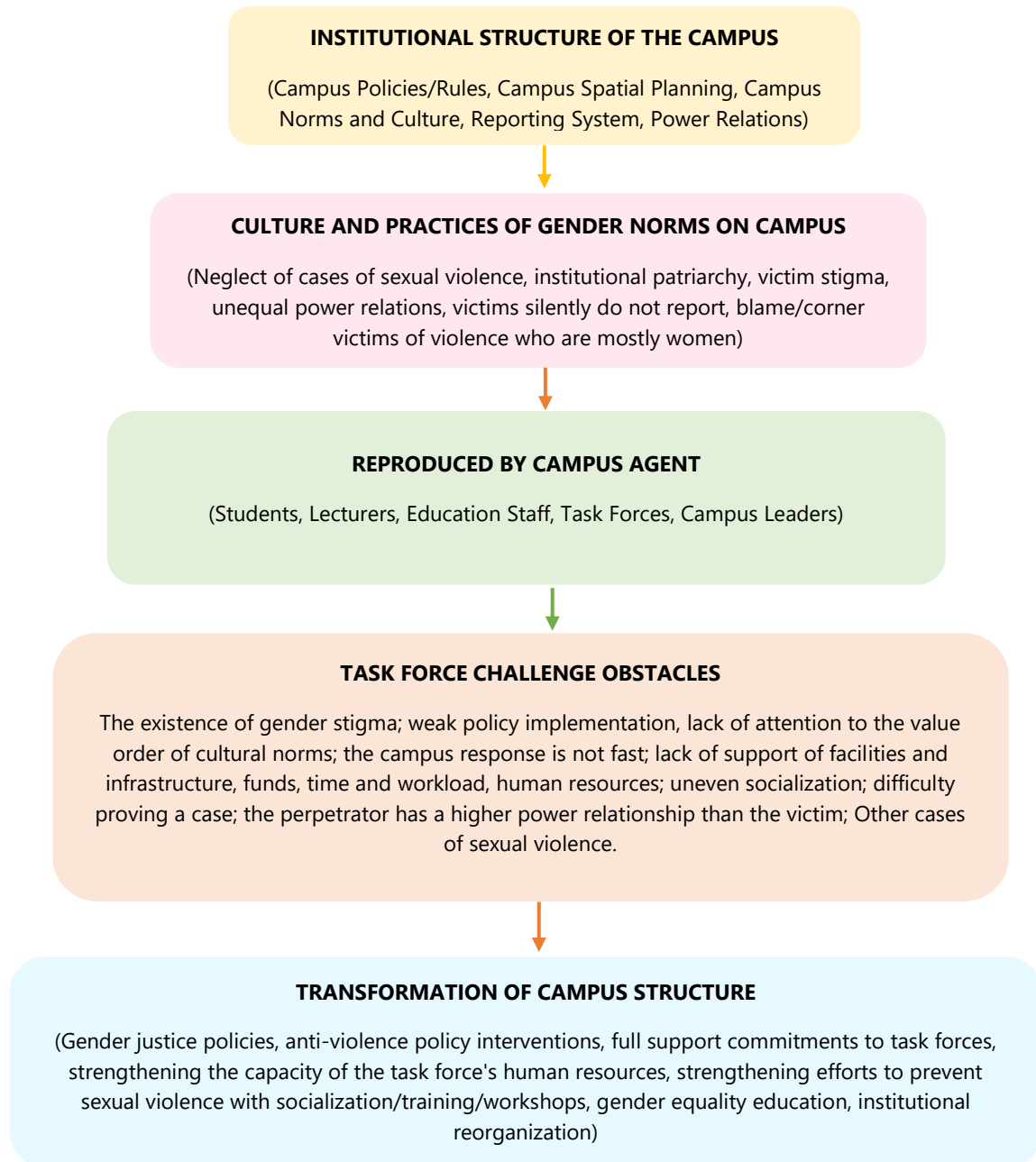


Figure 5 Campus Transformation Model Safe from Sexual Violence  
Source : Researcher Data Processing, 2024

Based on figure 5, it shows that there is a need for a transformation of campus structure in real practical steps in making gender justice policies, anti-violence policy interventions, commitment to full support to task forces, strengthening the capacity of task force human resources, strengthening efforts to prevent sexual violence through socialization/training/workshops, gender equality education, institutional reorganization. To strengthen the results of this research, various previous studies have offered solutions to sexual violence that occurs in the higher education environment with various models and approaches, including: participatory governance model (Fatchiya et al., 2025); Collaborative Counseling Model (Hayati., 2024); A model for mitigating sexual violence by considering the dynamics of power relations in the educational environment, as well as upholding the values of gender equality and justice (Nursyifa et al., 2024); Strategies in prioritizing the reduction of risk factors for violence (Haobijam et al., 2025); including the issue of sexual violence in learning, strengthened campus governance, building community networks, and collaborating with various partners (Rafif Attala & Dwi Astuti Nurhaeni, 2024); The designed model of handling sexual violence is based on a compilation of various handling procedures, implementing best practices, and measures to prevent violence in higher

education (Hermawati et al., 2023); There is a need for the development of effective legal strategies in preventing and dealing with sexual violence on campus, services that prioritize the protection of victims and survivors, strengthening anti-sexual violence campaigns, and promoting sexual violence awareness education (Riwanto et al., 2023); The campus makes plans and implements them, the role of the government and related organizations provides support: funding, training, and supervision (Noer et al., 2025). Support for programs to prevent and deal with sexual violence in higher education is important for the entire academic community, because anyone can be a victim, and the impact is very serious: the victim loses the ability to carry out his or her academic role, and the institution loses academic dignity. The future of the next generation and the sustainability of higher education are also threatened if left unchecked. Therefore, a strategy is needed to face challenges by collaborating with various parties to mitigate sexual violence in higher education environments (academics, campuses, government, National Commission on Women, and so on) to create an inclusive, safe, and comfortable higher education environment from various forms of violence.

#### 4. Conclusion

Sexual violence is not only an act of deviant individuals, but rather as part of a social practice reproduced by the institutional structure of the campus. Efforts to prevent and deal with sexual violence in the higher education environment cannot only rely on individuals (victims or perpetrators), but must target the transformation of the campus structure as a whole. Therefore, various challenges, including: lack of reporting of victims of sexual violence; weak policy implementation that pays little attention to norms, culture, and social order; campus response is not fast; lack of support of facilities and infrastructure, funds, time and workload, human resources; uneven socialization; the victim has difficulty proving a case; the perpetrator has a higher power relationship; Other cases of sexual violence: cases of sexual violence in dating or revenge of ex-boyfriends, cases that occur outside of Tridharma activities, violence in the digital realm, cases involving other institutions. This research recommendation is aimed at all parties in order to collaborate in overcoming this problem, including: the academic community; higher education leaders; related institutions (law, psychology, non-governmental organizations); local and central governments; the National Commission on Women; as well as various other institutions. In fostering awareness, education, support, advocacy, service, mentoring, strengthening policy rules, monitoring and evaluation in presenting a campus free from sexual violence. Recommendations for further research to be able to dig deeper into research on sexual violence experienced by the academic community in the digital context, the vulnerability of minorities on campus as victims of sexual violence. Strategies to face these challenges can be carried out by transforming campus structures and building collaboration between various parties (academics, campuses, government, National Commission for Women, and so on) in realizing a campus that is safe from sexual violence.

**Funding:** This research is a doctoral dissertation research grant funded by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, in 2024, research contract number NKB837/UN2. RST/HKP.05.00/2024.

**Conflicts of Interest:** The author states that there are no conflicts of interest in this study.

**Acknowledgement:** The author would like to thank the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia; Department of Sociology, Faculty of Social and Political Sciences, University of Indonesia as an institution where the author underwent doctoral studies. Thank you to Pamulang University, where the author works as a lecturer. Thank you also to the resource persons and all parties who have contributed to the completion of this research.

**Ethical Considerations:** This research has received ethical approval from the Research Ethics Commission of Yogyakarta State University, with approval number: T/59.1/UN34.9/PT.01.04/2024.

**ORCID ID :** [0000-0001-6832-5993](#) Aulia Nursyifa; [0000-0002-0911-2151](#) Gumilar Rusliwa Somantri ; [0000-0003-2060-6504](#) Francisia Saveria Sika Ery Seda

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

#### References

- [1]. Abdullah, S., & Asmara, N. A. A. (2023). What Do Students Know About Sexual Violence on Campus ? A Survey of Sexual Violence at the Polytechnic STIA LAN Bandung , West Java Indonesia. *Proceedings of the Fourth International Conference on Administrative Science*. <https://doi.org/10.2991/978-2-38476-104-3>
- [2]. Achmad, N., Susanto, H., Rapita, D. D., & Zahro, A. (2023). Research article. *Research Journal in Advanced Humanities*, 4(4), 1–18. <https://doi.org/https://doi.org/10.58256/g7ms0h54>
- [3]. Adams-Clark, A. A., Barnes, M. L., Lind, M. N., Smidt, A., & Freyd, J. J. (2024). Institutional Courage Attenuates the Association Between Institutional Betrayal and Trauma Symptoms Among Campus Sexual Assault Survivors. *Psychological Trauma: Theory, Research, Practice, and Policy*. <https://doi.org/10.1037/tra0001812>
- [4]. Ahdhianto, E., Barus, Y. K., Akbar, S., Mas'ula, S., & Widjaja, W. (2025). Effectiveness of the vingers program in developing anti-violence character through the habituation method among elementary school students: Addressing the three cardinal sins of violence. *Multidisciplinary Science Journal*, 7(9). <https://doi.org/10.31893/multiscience.2025445>
- [5]. Aissa, L., & Mkinsi, M. (2024). Sexual Violence as a True Weapon of Male Dominance and Control: A Review of the Literature. *Journal of Humanities and Social Sciences Studies*, 6(4), 67–78. <https://doi.org/10.32996/jhss>

- [6]. Allen, C. M., Deshotels, T. H., & Donley, S. B. (2023). #NotHereToo: Community Readiness to End Campus Sexual Violence in the Deep South. *Journal of Policy Practice and Research*, 4(3), 199–219. <https://doi.org/10.1007/s42972-023-00082-9>
- [7]. Asriani, D. D. (2020). The voices of unmarried pregnant girls and the girlhood discourse in Yogyakarta, Indonesia. *Asian Journal of Women's Studies*, 26(4), 528–542. <https://doi.org/10.1080/12259276.2020.1859173>
- [8]. Azmat, A., Khayr, Y., Mohajir, N., Reyna, M., & Spitz, G. (2023). "They Sit with the Discomfort, They Sit with the Pain instead of Coming Forward": Muslim Students' Awareness, Attitudes, and Challenges Mobilizing Sexual Violence Education on Campus. *Religions*, 14(19). <https://doi.org/10.3390/rel14010019>
- [9]. Backman, D., Spear, K., Mumford, E. A., & Taylor, B. G. (2020). The Campus Sexual Assault Policy and Prevention Initiative: Findings From Key Informant Interviews. *Health Education and Behavior*, 47(1\_suppl), 75S–84S. <https://doi.org/10.1177/1090198120922120>
- [10]. Berenguer-Simon, A., Ballester-Ferrando, D., Rascón-Hernán, C., Reyes-Amargant, Z., Rodríguez-Martín, D., & Fuentes-Pumarola, C. (2024). Educational intervention on sexual violence to empower university students in developing healthy affective-sexual relationships. *Helion*, 10(14). <https://doi.org/10.1016/j.heliyon.2024.e34533>
- [11]. Bonar, E. E., Rider-Milkovich, H. M., Huhman, A. K., McAndrew, L., Goldstick, J. E., Cunningham, R. M., & Walton, M. A. (2019). Description and initial evaluation of a values-based campus sexual assault prevention programme for first-year college students. *Sex Education*, 19(1), 99–113. <https://doi.org/10.1080/14681811.2018.1482828>
- [12]. Bondestam, F., & Lundqvist, M. (2020). Sexual harassment in higher education—a systematic review. *European Journal of Higher Education*, 10(4), 397–419. <https://doi.org/10.1080/21568235.2020.1729833>
- [13]. Brown, A. L., Banyard, V. L., & Moynihan, M. M. (2014). College students as helpful bystanders against sexual violence: Gender, race, and year in college moderate the impact of perceived peer norms. *Psychology of Women Quarterly*, 38(3), 350–362. <https://doi.org/10.1177/0361684314526855>
- [14]. Cantor, D., Fisher, B., Chibnall, S., Harps, S., Townsend, R., Thomas, G., Lee, H., Kranz, V., Herbison, R., & Madden, K. (2020). *Report on the AAU Campus Climate Survey on Sexual Assault and Misconduct*. [https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised Aggregate report and appendices 1-7\\_01-16-2020\\_FINAL.pdf](https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20and%20appendices%201-7_01-16-2020_FINAL.pdf)
- [15]. Cares, A. C., Banyard, V. L., Moynihan, M. M., Williams, L. M., Potter, S. J., & Stapleton, J. G. (2015). Changing Attitudes About Being a Bystander to Violence: Translating an In-Person Sexual Violence Prevention Program to a New Campus. *Violence Against Women*, 21(2), 165–187. <https://doi.org/10.1177/1077801214564681>
- [16]. Casey, E. A., Hampson, S. C., & Ackerman, A. R. (2021). Sexual and Relationship Violence Prevention and Response: What Drives the Commuter Campus Student Experience? *Journal of Interpersonal Violence*, 36(21–22), NP11421–NP11445. <https://doi.org/10.1177/0886260519888188>
- [17]. Champion, A., Oswald, F., & Pedersen, C. L. (2022). Forcible, Substance-facilitated, and Incapacitated Sexual Assault Among University Women: A Canadian Sample. *Journal of Interpersonal Violence*, 37(13–14), NP11198–NP11222. <https://doi.org/10.1177/0886260521991297>
- [18]. Coulter, R. W. S., & Rankin, S. R. (2020). College Sexual Assault and Campus Climate for Sexual- and Gender Minority Undergraduate Students. *Journal of Interpersonal Violence*, 35(5–6), 1351–1366. <https://doi.org/10.1177/0886260517696870>
- [19]. Creswell, W. J., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches Fifth Edition*. SAGE Publications, Inc. 2455.
- [20]. Dahlia, Sutrisno, & Qibtiyah, A. (2021). Early Childhood Sex Education Media As a Preventive Step for Sexual Violence. *Peuradeun Scientific Journal*, 9(3), 607–622. <https://doi.org/10.26811/peuradeun.v9i3.656>
- [21]. Dalkin, S., Forster, N., Hodgson, P., Lhussier, M., & Carr, S. M. (2021). Using computer assisted qualitative data analysis software (CAQDAS; NVivo) to assist in the complex process of realist theory generation, refinement and testing. *International Journal of Social Research Methodology*, 24(1), 123–134. <https://doi.org/10.1080/13645579.2020.1803528>
- [22]. Evans, J. L., Burroughs, M. E., & Knowlden, A. P. (2019). Examining the efficacy of bystander sexual violence interventions for first- year college students: A systematic review. *Aggression and Violent Behavior*, 48(July), 72–82. <https://doi.org/10.1016/j.avb.2019.08.016>
- [23]. Exner-Cortens, D., & Cummings, N. (2021). Bystander-Based Sexual Violence Prevention With College Athletes: A Pilot Randomized Trial. *Journal of Interpersonal Violence*, 36(1–2), NP188–NP211. <https://doi.org/10.1177/0886260517733279>
- [24]. Fatchiya, A., Asriwandari, H., Dalimoenthe, I., Amanah, S., Puspita, D., & Firmansyah, A. (2025). Combating Sexual Violence in Higher Education: An Analysis of Typology, Governance, and Strategic Interventions in Indonesian Universities. *Multidisciplinary Science Journal*, July 23, 2025637.
- [25]. Fielding-Miller, R., Shabalala, F., Masuku, S., & Raj, A. (2021). Epidemiology of Campus Sexual Assault Among University Women in Eswatini. *Journal of Interpersonal Violence*, 36(21–22), NP11238–NP11263. <https://doi.org/10.1177/0886260519888208>
- [26]. Fitri, A., Haekal, M., Almukarramah, A., & ... (2022). Sexual Violence in Universities in Indonesia: Between Student Negation and Resistance. *Kafaah: Journal of...*, 12(2), 106–122. <https://doi.org/http://dx.doi.org/10.15548/jk.v12i2.536>
- [27]. Fitri, A., Haekal, M., Almukarramah, A., & Sari, F. M. (2021). Sexual violence in Indonesian University: On students' critical consciousness and agency. *Gender Equality: International Journal of Child and Gender Studies*, 7(2), 153.

- <https://doi.org/10.22373/equality.v7i2.9869>
- [28]. Giddens, A. (2009). *Sociology Sixth Edition*. In *Polity* (Vol. 54). Polity Press.
- [29]. Giddens, A. (2016). *Structuring Theory of the Basics of the Formation of Social Structure of Society (Translation: Maufur and Daryatno)*. Student Library.
- [30]. Gronert, N. M. (2019). Law, campus policy, social movements, and sexual violence: Where do we stand in the #MeToo movement? *Sociology Compass*, 13(6), 1–20. <https://doi.org/10.1111/soc4.12694>
- [31]. Grundy, S. (2021). Lifting the Veil on Campus Sexual Assault: Morehouse College, Hegemonic Masculinity, and Revealing Racialized Rape Culture through the Du Boisian Lens. *Social Problems*, 68(2), 226–249. <https://doi.org/10.1093/socpro/spab001>
- [32]. Haobijam, S., Singh, K. J., Hijam, M., Singh, K. A., Singh, H. N., Rozer, N. A., & Naorem, A. (2025). Hotspot Clustering and Geographically Weighted Regression Analysis of Domestic Violence in Northeast India. *Journal of Population and Social Studies*, 33, 742–761. <https://doi.org/10.25133/JPSv332025.040>
- [33]. Harris, A. J. (2019). Campus Sexual Assault: Forging an Action-Focused Research Agenda. *Sexual Abuse: Journal of Research and Treatment*, 31(3), 263–269. <https://doi.org/10.1177/1079063218800471>
- [34]. Hayati, F. (2024). Sharia-based collaborative counseling model to prevent child sexual abuse and violence. *Multidisciplinary Science Journal*, November. <https://doi.org/https://doi.org/10.31893/multiscience.2025236> Sharia-based
- [35]. Ermakov, A. V., & Ermakov, D. S. (2022). Human rights education in Indonesian higher education institutions: Opinions of students and teachers. *Horizon Education*, 41(2), 541–552. <https://doi.org/10.21831/cp.v41i2.45343>
- [36]. Hermawati, Y., Widiyanto, Santoso, E., & Nuryanti. (2023). Framework for Handling Sexual Violence in Indonesian Universities. *Community*, 15(2), 268–282. <https://doi.org/10.15294/komunitas.v15i2.47668>
- [37]. Hill, K. M., & Crofts, M. (2020). Creating conversations about consent through an on-campus, curriculum embedded week of action. *Journal of Further and Higher Education*, 45(1), 137–147. <https://doi.org/10.1080/0309877X.2020.1751092>
- [38]. Hirsch, J. A., & Khan, S. (2020). *Sexual citizens: A landmark study of sex, power and assault on campus*. Norton & Company. <https://www.amazon.co.uk/Sexual-Citizens-Landmark-Assault-Campus/dp/1324001704>
- [39]. Jackson, K., & Bazeley, P. (2019). *Qualitative Data Analysis with NVivo*, 3rd Edition. In *SAGE Publications*. SAGE Publications Ltd. <https://uk.sagepub.com/en-gb/eur/qualitative-data-analysis-with-nvivo/book261349>
- [40]. Jatmikowati et al. (2015). Models And Materials Of Early Childhood Sex Education From A Gender Perspective To Avoid Sexual Abuse. *Horizon Education*, 03, 434–448. <https://doi.org/10.21831/cp.v3i3.7407>
- [41]. Kågesten, A. E., Pinandari, A. W., Page, A., Wilopo, S. A., & van Reeuwijk, M. (2021). Sexual wellbeing in early adolescence: a cross-sectional assessment among girls and boys in urban Indonesia. *Reproductive Health*, 18(1), 1–18. <https://doi.org/10.1186/s12978-021-01199-4>
- [42]. Khan, S. R., Hirsch, J. S., Wamboldt, A., & Mellins, C. A. (2018). "I didn't want to be 'that girl'": The social risks of labeling, telling, and reporting sexual assault. *Sociological Science*, 5(1), 432–460. <https://doi.org/10.15195/v5.a19>
- [43]. Korman, A. T., Greenstein, S., Wesaw, A., & Hopp, J. (2017). *Institutional responses to sexual violence: What data from a culture of respect program tell us about the state of the field*. <https://doi.org/10.1080/15299732.2019.1592642>
- [44]. Krebs, C., Lindquist, C., Berzofsky, M., Shook-Sa, B., Peterson, K., Planty, M., Langton, L., & Stroop, J. (2016). Campus Climate Survey Validation Study Final Technical Report. In *the Bureau of Justice Statistics Research and Development Series*. <https://www.bjs.gov/content/pub/pdf/ccsvsfr.pdf>
- [45]. Krug, E. G., Dahlberg, L. L., Mercy, J. A., Zwi, A. B., & Lozano, R. (2002). World Report on Violence and Health. In *the World Health Organization*. <https://doi.org/10.1007/bf03405037>
- [46]. Mas'udah, S., Razali, A., Sholicha, S. M. A., Febrianto, P. T., Susanti, E., Sutinah, & Budirahayu, T. (2024). Gender-Based Cyber Violence: Forms, Impacts, and Strategies to Protect Women Victims. *Journal of International Women's Studies*, 26(4).
- [47]. Mason, C., & Shankar, I. (2024). Immobilizing intersectionality: The performative inclusion of feminist expertise within PSI sexual violence policies. *Women's Studies International Forum*, 104(October 2023), 102911. <https://doi.org/10.1016/j.wsif.2024.102911>
- [48]. Matthew B. Miles, A. Michael Huberman, & Johnny Saldana. (2014). *Qualitative Data Analysis: A Methods, Sourcebook Edition* 3. Sage Publications, Inc.
- [49]. Mellins, C. A., Walsh, K., Sarvet, A. L., Wall, M., Gilbert, L., Santelli, J. S., Thompson, M., Wilson, P. A., Khan, S., Benson, S., Bah, K., Kaufman, K. A., Reardon, L., & Hirsch, J. S. (2017). Sexual assault incidents among college undergraduates: Prevalence and factors associated with risk. *PLoS ONE*, 12(11), 1–23. <https://doi.org/10.1371/journal.pone.0186471>
- [50]. Minister of education. (2024). Data on Cases of Violence in the Education Environment in Indonesia in 2021-July 2024. *Conference Preventing and Dealing with Sexual Violence*.
- [51]. Minister of Education. (2021). *Ministerial Regulation Number 30 of 2021 Concerning the Prevention and Handling of Sexual Violence in Higher Education Institutions*. [https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan\\_20211025\\_095433\\_Salinan\\_Permen\\_30\\_of\\_2021\\_concerning\\_Sexual\\_Violence\\_fix.pdf](https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan_20211025_095433_Salinan_Permen_30_of_2021_concerning_Sexual_Violence_fix.pdf)
- [52]. Minister of Education. (2022). *Secretary General Regulation Number 17 of 2022 concerning Guidelines for the Implementation of Minister of Education Regulation Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher*

Education.

- [53]. Minister of Education. (2024). *Regulation of the Minister of Education Number 55 Year 2024 concerning the Prevention and Handling of Violence in Higher Education*. [https://jdih.kemdikbud.go.id/detail\\_peraturan?main=3449](https://jdih.kemdikbud.go.id/detail_peraturan?main=3449)
- [54]. Mitra, A., Swendeman, D., Sumstine, S., Sorin, C. R., Bloom, B. E., & Wagman, J. A. (2022). Structural Barriers to Accessing the Campus Assault Resources and Education (CARE) Offices at the University of California (UC) Campuses. *Journal of Interpersonal Violence*, 37(21–22), NP19468–NP19490. <https://doi.org/10.1177/08862605211042813>
- [55]. Moletsane, R. (2023). Using photovoice to enhance young women's participation in addressing gender-based violence in higher education. *Comparative Education*, 59(2), 239–258. <https://doi.org/10.1080/03050068.2022.2146394>
- [56]. Moylan, C. A., & Javorka, M. (2018). Widening the Lens: An Ecological Review of Campus Sexual Assault. *Trauma, Violence, and Abuse*, 21(1), 179–192. <https://doi.org/10.1177/1524838018756121>
- [57]. Nafisah, L., & Rizqi, Y. N. K. (2024). Sexual Violence on Campus: Student Experiences and Perceptions of Institutional Responses. *Al-Sihah: The Public Health Science Journal*, 16(December), 165–175. <https://doi.org/10.24252/al-sihah.v16i2.53356>
- [58]. National Commission on Women. (2024). *Annual Record of Violence Against Women in 2023*. <https://komnasperempuan.go.id/catatan-tahunan-detail/catahu-2023-peluang-penguatan-sistem-penyikapan-di-tengah-peningkatan-kompleksitas-kekerasan-terhadap-perempuan>
- [59]. Nengyanti, Imania, K., Yusnaini, & Santoso, A. D. (2023). Institutional isomorphism in policies on sexual violence prevention and management in Indonesian universities. *Issues in Educational Research*, 33(2), 673–692.
- [60]. Noer, K. U., Hendrastiti, T. K., Nurtjahyo, L. I., & Damaiyanti, V. P. (2024). *Strengthening the Role of Communities in the Prevention of Sexual Violence in Higher Education: Opportunities and Challenges* (Vol. 1). Atlantis Press SARL. [https://doi.org/10.2991/978-2-38476-118-0\\_61](https://doi.org/10.2991/978-2-38476-118-0_61)
- [61]. Noer, K. U., Kusmawati, A., Agustian, M., Shanti, T. I., Nurtjahyo, L. I., Johannes Sumampouw, N. E., & Triastuti, E. (2025). Maximum burden with minimal support: notes on preventing and handling of sexual violence in higher education in Indonesia. *Multidisciplinary Science Journal*. <https://doi.org/https://malque.pub/ojs/index.php/msj/article/view/6989>
- [62]. Noer, K. U., Kusmawati, A., & Nurfadhilah. (2024). Do not ask , do not tell : the dark path of sexual and reproductive health education in Indonesia. *Multidisciplinary Science Journal*, December, 1–14. <https://doi.org/https://doi.org/10.31893/multiscience.2025311>
- [63]. Nursyifa, A., Soemantri, G. R., & Ery Seda, F. S. S. (2024a). A Model for Mitigating Sexual Violence in the Higher Education Environment in the Perspective of Gender Power Relations. *Proceedings of the National Conference on Sexual Violence in Universities: Investigating Root Cause Problem, Prevention, and Responses*.
- [64]. Nursyifa, A., Somantri, G. R., & Ery Seda, F. S. S. (2024b). Sexual Violence Mitigation in Realizing a Violence-free Campus. *International Journal of Public Health Science (IJPHS)*, 13(4), 2005. <https://doi.org/10.11591/ijphs.v13i4.24110>
- [65]. Orchowski, L. M., Edwards, K. M., Hollander, J. A., Banyard, V. L., Senn, C. Y., & Gidycz, C. A. (2020). Integrating Sexual Assault Resistance, Bystander, and Men's Social Norms Strategies to Prevent Sexual Violence on College Campuses: A Call to Action. *Trauma, Violence, and Abuse*, 21(4), 811–827. <https://doi.org/10.1177/1524838018789153>
- [66]. Peltzer, K., & Pengpid, S. (2016). Childhood physical and sexual abuse, and adult health risk behaviours among university students from 24 countries in Africa, the Americas and Asia. *Journal of Psychology in Africa*, 26(2), 149–155. <https://doi.org/10.1080/14330237.2016.1163899>
- [67]. Pengpid, S., & Peltzer, K. (2020). Associations of physical partner violence and sexual violence victimization on health risk behaviours and mental health among university students from 25 countries. *BMC Public Health*, 20(937), 1–10. <https://doi.org/https://doi.org/10.1186/s12889-020-09064-y>
- [68]. Perkins, W., & Warner, J. (2017). Sexual Violence Response and Prevention: Studies of Campus Policies and Practices. *Journal of School Violence*, 16(3), 237–242. <https://doi.org/10.1080/15388220.2017.1318569>
- [69]. Potter, S. J., Moschella, E. A., Moynihan, M. M., & Smith, D. (2021). A Collaborative Community College Sexual Violence Prevention and Response Effort: Climate Study Results to Assess Impact. *Violence Against Women*, 27(14), 2815–2834. <https://doi.org/10.1177/1077801220969894>
- [70]. Powell, A. (2022). *1 in 3 uni students have been sexually assaulted in their lifetime. They demand action on their vision of a safer society*. The Conversation. <https://theconversation.com/1-in-3-uni-students-have-been-sexually-assaulted-in-their-lifetime-they-demand-action-on-their-vision-of-a-safer-society-179367>
- [71]. Quinlan, E., Clarke, A., & Miller, N. (2016). Enhancing Care and Advocacy for Sexual Assault Survivors on Canadian Campuses. *Canadian Journal of Higher Education*, 46(2), 40–54. <https://doi.org/10.47678/cjhe.v46i2.185184>
- [72]. Rafif Attala, D., & Dwi Astuti Nurhaeni, I. (2024). Sexual Violence in Higher Education Institutions: Obstacles and Strategies in Creating Safe and Comfortable Campuses. *Journal of Sociology*, 8(2), 163–180. <https://doi.org/10.21580/jsw.2024.8.2.19362>
- [73]. Rapiyana, O., Kubanji, R., Seboni, N. M., Phaladze, N. A., Ngwenya, B. N., Seloilwe, E. S., & Nthomang, K. (2020). Sexuality Issues Among Adolescents Living with HIV and AIDS in Botswana. *Journal of Humanities and Social Sciences Studies (JHSSS)*, 2(6). <https://doi.org/10.32996/jhss>
- [74]. Richards, T. N., & Kafonek, K. (2016). Reviewing State Legislative Agendas Regarding Sexual Assault in Higher Education: Proliferation of Best Practices and Points of Caution. *Feminist Criminology*, 11(1), 91–129.



- <https://doi.org/10.1177/1557085115621163>
- [75]. Riwanto, A., Harisudin, M. N., Suryaningsih, S., & Firmandiaz, V. (2023). Addressing Campus Sexual Violence: A Collaborative Governance Approach to Legal Policy. *Volksgeist: Journal of Law and Constitutional Sciences*, 6(2), 225–244. <https://doi.org/10.24090/volksgeist.v6i2.9523>
- [76]. Rusyidi, B., Bintari, A., & Wibowo, H. (2021). *The Promotion of Student's Efficacy to Prevent Sexual Violence: How Higher Education Institution Should Respond? Aug. 2018*, 63–67. <https://doi.org/10.5220/0010273100630067>
- [77]. Sabina, C., & Ho, L. Y. (2014). Campus and College Victim Responses to Sexual Assault and Dating Violence: Disclosure, Service Utilization, and Service Provision. *Trauma, Violence, and Abuse*, 15(3), 201–226. <https://doi.org/10.1177/1524838014521322>
- [78]. Schwarz, J., Gibson, S., & Lewis-Ar, C. (2017). Sexual Assault on College Campuses: Substance Use, Victim Status Awareness, and Barriers to Reporting. *Building Healthy Academic Communities Journal*, 1(2), 45–60. <https://doi.org/10.18061/bhac.v1i2.5520>
- [79]. Sethi, D., & Ghatak, S. (2018). Mitigating Cyber Sexual Harassment: An Insight from India. *Asian Themes in Social Sciences Research*, 1(2), 34–43. <https://doi.org/10.33094/journal.139.2018.12.34.43>
- [80]. Shields, R. T., Tabachnick, J., & Becker, L. T. (2022). Campus Information Sharing and Responses to Sexual Misconduct Violations: An Exploratory Study. *Journal of Interpersonal Violence*, 37(17–18), NP14970–NP14995. <https://doi.org/10.1177/08862605221106188>
- [81]. Smith, C., & Freyd, J. (2014). Institutional betrayal. *American Psychologist*, 69(6), 575–584. <https://doi.org/10.1037/a0037564>
- [82]. Smith, S. G., Basile, K. C., & Kresnow, M. jo. (2022). *The National Intimate Partner and Sexual Violence Survey: 2016/2017 report on stalking - Updated release*.
- [83]. Suardi, S., Hashim, S. Bin, Nursalam, N., Nur, R., Nur, H., Firdaus, F., & Israpil, I. (2023). Preventing Sexual Violence Against Students Through Structural Policy Interventions of Justice and Gender Equality. *JED (Journal of Democratic Ethics)*, 8(4), 581–590. <https://doi.org/10.26618/jed.v8i4.13376>
- [84]. Tarzia, L., Henderson-Brooks, K., Baloch, S., & Hegarty, K. (2024). Women Higher Education Students' Experiences of Sexual Violence: A Scoping Review and Thematic Synthesis of Qualitative Studies. *Trauma, Violence, and Abuse*, 25(1), 704–720. <https://doi.org/10.1177/15248380231162976>
- [85]. Toyibah, D., & Riyani, I. (2025). Contesting religious authority in response to government regulations on the prevention and handling of campus sexual violence (CSV) in Indonesia. *Women's Studies International Forum*, 110(August 2024), 103085. <https://doi.org/10.1016/j.wsif.2025.103085>
- [86]. Walby, S. (2023). Authoritarianism, violence, and varieties of gender regimes: Violence as an institutional domain. *Women's Studies International Forum*, 98(January), 102677. <https://doi.org/10.1016/j.wsif.2023.102677>
- [87]. Wamboldt, A., Khan, S. R., Mellins, C. A., & Hirsch, J. S. (2019). Friends, strangers, and bystanders: Informal practices of sexual assault intervention. *Global Public Health*, 14(1), 53–64. <https://doi.org/10.1080/17441692.2018.1472290>
- [88]. Wismayanti, Y. F., O'Leary, P., Tilbury, C., & Tjoe, Y. (2021). The problematization of child sexual abuse in policy and law: The Indonesian example. *Child Abuse and Neglect*, 118(June 2021), 105157. <https://doi.org/10.1016/j.chiabu.2021.105157>
- [89]. Yount, K. M., Bergenfeld, I., Anderson, K. M., Trang, Q. T., Sales, J. M., Cheong, Y. F., & Minh, T. H. (2022). Theoretical mediators of GlobalConsent: An adapted web-based sexual violence prevention program for university men in Vietnam. *Social Science and Medicine*, 313(February), 115402. <https://doi.org/10.1016/j.socscimed.2022.115402>
- [90]. Yule, K., & Grych, J. (2020). College Students' Perceptions of Barriers to Bystander Intervention. *Journal of Interpersonal Violence*, 35(15–16), 2971–2992. <https://doi.org/10.1177/0886260517706764>
- [91]. Yusran, S., Setiawati, T., Nursiti, Mokodompit, E., Laxmi, & Akifah. (2023). The Existing Curriculum and Teaching Learning Challenges for Prevention and Handling Sexual Violence in Higher Education. *Unnes Journal of Public Health*, 12(2), 82–93. <https://doi.org/10.15294/ujph.v12i2.65709>