Developing Guidebook of Sexual Violence Prevention and Control in Universitas Ahmad Dahlan

Gatot Sugiharto[1*], Caraka Putra Bhakti[2], Zaenab Amatillah Rodhiyya[3], Muhammad Yusron Firdaus[4]

[1,2,3,4]Universitas Ahmad Dahlan, Yogyakarta, Indonesia
[1*]gatot.sugiharto@law.uad.ac.id, [2]caraka.pb@bk.uad.ac.id,
[3]zaenab1900001133@webmail.uad.ac.id, [4]muhammad2000024249@webmail.uad.ac.id

Article Info	ABSTRACT
	Higher education should be a safe and comfortable place for students to receive education. However, in reality, many cases of sexual violence occur in the university environment. Many victims of sexual violence do not dare to report the incident to the authorities. Meanwhile, some victims who have reported their cases have not received a resolution to the problems they complained about. Based on the results of a student needs survey, as many as 64.7% of students need a guidebook for preventing and controlling sexual violence. Based on the survey results, the author aims to research and develop a guidebook for preventing and controlling sexual violence. After going through four stages of the R&D 4D model, this guidebook contains the background, scope, juridical and empirical studies and mechanisms for preventing and controlling sexual violence. Based on the results of media expert validation tests, this book obtained an Index Aiken's V Coefficient of 0.81, which is in the high category. Meanwhile, the results of material expert validation tests show that this book's Index Aiken's V Coefficient is 0.83, also included in the high category. This guidebook will be used as a reference in realizing efforts to prevent and overcome sexual violence in the higher education environment, especially at Universitas Ahmad Dahlan.

1. INTRODUCTION

As institutions for students to receive education, universities should strive to produce superior human resources. Universities should be places that are safe, healthy, and free from sexual violence. Efforts to deal with this can be made by strengthening regulations, creating a safe and comfortable campus environment, and increasing digital intelligence (Hendayana, 2020). The role of universities in producing superior human resources cannot be separated from efforts to create a healthy, safe, and comfortable environment. To fulfill this role, universities need favorable regulations to encourage and create an environment free from sexual violence.

Efforts to prevent and deal with sexual violence have previously explicitly been regulated through the Minister of Education, Culture, Research and Technology Regulation Number 30

of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Environments. The positive law that regulates it bindingly is Law Number 12 of 2022 concerning the Crime of Sexual Violence. A safe and comfortable environment on campus in order to be free from sexual violence can be achieved by making reporting easier, maintaining the safety of the reporter, and dealing with and resolving reports of sexual violence (Saraswati & Sewu, 2022). One effort that can be taken to tackle sexual violence in higher education is to build a service/complaint unit to receive reports and referrals (Marfu'ah et al., 2021). Appropriate and accessible regulations are a form of support in this effort, preventing and controlling sexual violence and becoming an umbrella that protects individuals.

Sexual violence is defined as any act of degrading, insulting, harassing, and/or attacking a person's body and/or reproductive function due to unequal power and/or gender relations, which results in or could result in psychological and/or physical suffering, including those that disrupt a person's reproductive health and loss of opportunities to carry out higher education safely and optimally. This definition is based on the Minister of Education, Culture, Research and Technology Regulation Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Environments.

Sexual violence can be defined as sexual acts committed or attempted by another person without freely given consent. This can occur when someone cannot consent or refuse (Basile et al., 2014). There are two components to sexual violence: coercion and lack of permission. Coercion occurs when an act is performed, either directly or indirectly, harming the victim (Marfu'ah et al., 2021). Apart from that, the process of dealing with acts of sexual violence is still challenging due to various obstacles that occur in the field.

Various cases in the field are not immediately included in government data. Some victims do not report it to the authorities. Based on data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), in 2020 there were 77% of sexual violence cases emerged on campus. However, 63% of victims of sexual violence cases did not dare to report the incident to the authorities because they were worried about receiving negative stigma from the social environment (Saraswati & Sewu, 2022).

In the 2015-2021 period, the National Commission for Women received 67 complaints of cases of violence against women in the educational sphere (Andriansyah, 2022). Of the 67 cases of sexual violence, most occurred in universities, namely 35 cases (Jayani, 2022). Data released by the National Commission for Women in October 2020 also showed that 27% of sexual violence cases occurred in higher education (Kemendikbudristek, 2023).

Of the many cases of sexual violence that occur, the majority of resolutions of sexual violence cases end in uncertainty. As many as 57% of sexual violence victims did not receive a solution to their sexual violence problem. Some of the resolutions of these cases include 26.2% of the victim eventually marrying the perpetrator, 23.8% of the problem being resolved

amicably, and only 19.2% of sexual violence victims succeeding in controlling the case until the perpetrator receives a prison sentence (Pusparisa, 2021).

Sometimes, even students who experience sexual violence on campus do not report the case because they think that the case is not urgent enough to be reported to the police or authorities (Mazar & Kirkner, 2016). There are several reasons why victims choose not to report cases of sexual violence, including concerns that the report will not be kept confidential, stigma against victims, fear of retribution, lack of trust that justice will be served fairly, and inadequate university policies (Finley & Levenson, 2018) even though sexual violence is a severe problem, in terms of the impact suffered by the victim (Newlands & O'Donohue, 2016).

Victims of sexual violence experience various negative impacts that affect their physical and mental health (Cares et al., 2015). The physical and mental can be affected, ranging from physical injuries, low self-esteem, and anxiety disorders to depression (Kaukinen, 2014). This impact can be a long-term thing, such as victims experiencing post-traumatic stress disorder (PTSD), substance and drug abuse, and even affecting the success of students' studies (Halstead et al., 2017). Therefore, the role of universities should have sexual violence prevention and control programs to reduce cases that occur and provide the necessary services for victims.

Based on the findings of a survey that researchers gave to 360 students at Universitas Ahmad Dahlan, it was found that 233 students (64.7%) needed a manual for preventing and dealing with sexual violence. The scope of the guidebook includes juridical studies, which serve as a reference, as well as mechanisms. The development of guidebooks is relevant to regulations that cover the role of universities in creating a healthy, safe, and comfortable learning environment. Efficient and effective regulations will significantly assist efforts to prevent and overcome sexual violence. However, to create efficient and effective regulations, guidance is needed for students regarding mechanisms for preventing and dealing with sexual violence in higher education.

Initially, studies on sexual violence in higher educational institutions focused on government policy and advocacy (Lestari, 2021), as well as services and images of sexual violence in higher education (Nikmatullah, 2020). However, from this research, there has been no discussion at all that examines procedures for dealing with sexual violence in higher education. Based on the background described above, the author conducted research and development regarding a guidebook for preventing and dealing with sexual violence in higher education. This research aims to produce a guidebook that contains studies on sexual violence and mechanisms for the process of preventing and dealing with sexual violence. This guidebook's content helps deepen readers' knowledge, especially leaders, educators, education staff, and students, regarding sexual violence and efforts to prevent and overcome it in higher education.

2. METHODS

The research method used is Research and Development (R&D) with a 4D model consisting of Define, Design, Development, and Dissemination. The author intends to produce or improve products through research and development. Research and development of 4D models is a model that is often used to compile textbooks, modules, and student worksheets. The following is a procedure for developing a guidebook for the prevention and control of sexual violence using the 4D model (Mulyatiningsih, 2011).

Table 1. The Description of 4D Model Activities

Stages	Activities
Define	Analyze various literature sources and legal inventories regarding sexual violence in higher education to obtain definitions and concepts of sexual violence mitigation.
Design	Designing a guidebook and compiling the content of the guidebook, which covers the prevention and handling of sexual violence in the tertiary environment
Development	Carrying out a series of expert validation tests both in terms of material and media on the guidebook for preventing and handling sexual violence by involving experts from lecturers with bachelor's and master's educational qualifications in the field of law and work experience of more than 5 years
Dissemination	Applying for intellectual property rights from the guidebook and strategic dissemination through several activities. Dissemination by conducting socialization of the contents of the guidebook related to the prevention and control of sexual violence to stakeholders, lecturers, teaching staff, students, and the entire academic community. This dissemination target includes all lecturers, staff, and active students.

3. RESULTS AND DISCUSSION

At the definition stage, the author analyzed various literature sources and legal inventories regarding sexual violence in higher education in order to obtain a definition and concept of sexual violence prevention and control. Literature studies are taken from various references such as books, scientific articles, journals, laws and regulations, and other sources. The author collects data, which is then used to analyze problems and formulate solutions to them.

At the design stage, the author prepared the contents of a guidebook for mitigating the prevention and control of sexual violence. The preparation of the contents of the guidebook is adjusted to the analysis results at the previous definition stage. The author formulated a guidebook for the prevention and control of sexual violence, which consists of an introduction, juridical and empirical studies, as well as mechanisms for the prevention and control of sexual

violence. Apart from that, the author also designed the front and back covers of the guidebook, as can be seen in Figure 1.

Figure 1. Front and Back Covers

At the development stage, the author carried out validation tests by media experts and material experts on the guidebook for mitigating the prevention and control of sexual violence by involving three experts, each with bachelor's and master's educational qualifications in the field of law and work experience of more than 5 years. The following are the results of the media expert validation test (Table 2).

Table 2. The Media Expert Validation Test Result

No	Aspect	1st Expert	2nd Expert	3rd Expert	Average Index Aiken's V
1	Feasibility of paper position (portrait)	4	4	3	0,89
2	Accuracy of using letter marks, bold, italic, or underlined bottom and symbols	4	4	3	0,89
3	Relevance of material with illustration images	3	3	3	0,67
4	Accuracy of margins	3	3	4	0,78
5	Accuracy of placement of text, images, and charts	3	3	3	0,67
6	Clumsy layout of titles, subtitles, and description	3	3	4	0,78
7	Cover design	4	4	3	0,89
8	Content design	3	3	3	0,67

No	Aspect	1st Expert	2nd Expert	3rd Expert	Average Index Aiken's V
9	Ease of use of media	4	3	4	0,89
10	Readability of the shape and size of letters	4	3	3	0,78
11	Proportionality of size/letter	4	4	3	0,89
12	Proportion of distance writing between sections	4	3	3	0,78
13	Consistency of letter shape and spacing	4	3	4	0,89
14	Consistency of spacing between lines or spaces	4	3	3	0,78
15	Consistency of letter size in the content section	4	3	4	0,89
Total		55	49	50	0,81

The media expert validation test results used the Index Aiken's V Coefficient of 0.81, which is included in the high category. This shows that the guidebook is considered suitable for continued use to the next stage by paying attention to the recommendations provided by experts. The material expert validation test results are as follows (Table 3).

Table 3 The Material Expert Validation Test Result

No	Aspect	1st Expert	2nd Expert	3rd Expert	Average Index Aiken's V
1	Material can be accounted for	4	4	3	0,89
2	Clarity of material	4	3	4	0,89
3	The material is factual	3	3	3	0,67
4	Material contributes to the future	4	3	3	0,78
5	The material is to the needs of the academic community	4	3	4	0,89
6	The material is appropriate to the problems of the academic community	4	3	4	0,89
7	Prevention and control of sexual violence material is urgent to be implemented	4	3	4	0,89
8	Academically, the material helps increase knowledge regarding the prevention and control of sexual violence in higher education	4	3	3	0,78
9	Non-academically, the material helps prevent and deal with cases of sexual violence in higher education environments	4	3	4	0,89
10	Improved use of spelling	4	3	3	0,78
11	Language selection	3	3	4	0,78
Total		42	34	39	0,83

The material expert validation test results used the Index Aiken's V Coefficient of 0.83, which is included in the high category. This shows that the guidebook is considered suitable for

continued use to the next stage by paying attention to improvements and recommendations provided by experts. The suggestions and input from media and material experts in developing this guidebook include improving the book's design, adjusting the color selection, clarifying the procedures for using the guidebook, and adding the illustrations.

At the dissemination stage, the author has submitted an intellectual property rights certificate to the Ministry of Law and Human Rights of the Republic of Indonesia. Apart from that, the author, in collaboration with the Student and Alumni Bureau of Universitas Ahmad Dahlan, has held outreach regarding the prevention and control of sexual violence in higher education. It is hoped that at the advanced dissemination stage, this guidebook can become a reference in preventing and dealing with sexual violence for lecturers, education staff, and students in general, as well as for the PPKS Task Force at Universitas Ahmad Dahlan in particular.

According to Minister of Education and Culture Regulation No. 30 of 2021, sexual violence is defined as any act that, as a result of unequal power and/or gender relations, degrades, insults, harasses, and/or attacks a person's body and/or reproductive function and causes or may cause psychological and/or physical suffering, including those that compromise a person's ability to pursue higher education safely and effectively. Acts committed verbally, non-physically, physically, and/or by information and communication technologies are all considered forms of sexual violence. Sexual violence encompasses a variety of behaviors, such as making comments that denigrate the victim's gender identity, physical attributes, or body type; purposefully exposing one's genitalia without the victim's consent; making jokes, sexual advances, or whistling at the victim; sending sexually suggestive messages, jokes, images, photos, audio, and/or videos to the victim against their wishes; gazing at them in an indecent and/or sexually suggestive way.

Other forms of sexual violence include, but are not limited to, taking, recording, and/or disseminating images, audio, or visual recordings of victims that have sexual overtones without the victim's consent; uploading images of the victim's body and/or personal information that have sexual overtones without the victim's consent; disseminating information about the victim's body and/or personality that has a sexual overtone without the victim's consent; spying on or purposefully staring at the victim while they are engaged in private activities; and/or in a private area. In addition, sexual violence can occur when someone gives a punishment or sanction that has a sexual overtone, touches, rubs, holds, hugs, kisses, or rubs any part of his body on the victim's body without the victim's consent, removes the victim's clothing without the victim's consent, forces the victim to engage in sexual transactions or activities, or engages in a community culture where sexual violence is practiced by students, teachers, and educational staff.

Intentionally allowing sexual violence to occur, forcing or misleading the victim to have an abortion, forcing or misleading the victim to become pregnant, committing rape, including

penetration with objects or body parts other than the genitalia, and/or engaging in other acts of sexual violence are examples of another type of sexual violence. Sexual violence can take many different forms in educational settings, including colleges and universities. Guidelines for minimizing the prevention and control of sexual violence must, therefore, be in place at colleges.

Mitigating the prevention of sexual violence is a necessity that cannot be ignored in efforts to maintain the integrity, dignity, and safety of every individual. Prioritizing the prevention of sexual violence will protect not only potential victims but also change the culture that allows sexual violence to flourish. Mitigating the prevention and control of sexual violence is not a post-incident response but a manifestation of creating a safer, fairer, and more forward-looking environment in higher education. The steps that have been taken by conducting a needs survey and follow-up in the form of developing a guidebook for mitigating the prevention and handling of sexual violence are concrete evidence of Universitas Ahmad Dahlan's commitment to the welfare of the entire academic community.

The development of a guidebook for the prevention and control of sexual violence includes several chapters. Each chapter discusses specific studies related to the process of preventing and controlling sexual violence. The guidebook consists of 3 chapters: Chapter 1, introduction; Chapter 2, juridical and Empirical Studies; and Chapter 3, mechanisms for Preventing and controlling sexual violence.

Chapter 1 of the introduction covers the background, means, and objectives of developing a guidebook on mitigating the prevention and control of sexual violence. The discussion in this chapter is an introduction to the content contained in the manual. The aim is to make it easier for readers to understand the content in the guidebook before entering a deeper discussion. Apart from that, this chapter also functions to develop a systematic understanding of causal patterns, resulting in the conclusion that prevention and control of sexual violence need to be immediately pursued.

Chapter 2 of the juridical and empirical study includes a study of the juridical basis for implementing the prevention and handling of sexual violence in higher education. Juridical studies are guided by several regulations, which include: 1) Minister of Education, Culture, Research and Technology Regulation No. 30 of 2021 concerning Prevention and Handling of Sexual Violence in Higher Education Environments; 2) Secretary General Regulation No. 17 of 2022 concerning Prevention and Handling of Sexual Violence in Higher Education Environments (from now on referred to as the PPKS General Secretary). Apart from that, it also includes empirical studies on the process of preventing and dealing with sexual violence in higher education. Chapter 2 is also equipped with theoretical studies related to sexual violence to deepen the reader's understanding of sexual violence.

Chapter 3, mechanism of Prevention and Control of sexual violence, discusses universal strategies for preventing and dealing with sexual violence at Universitas Ahmad Dahlan. The strategy to prevent sexual violence is carried out by increasing the implementation of learning based on the Ministry's sexual violence prevention and control module, strengthening governance, and strengthening community culture. Apart from that, this chapter also discusses prevention that educators and education personnel can take. As a form of the university's efforts to provide a safe and comfortable place to study, the university also emphasizes preventing sexual violence by students.

Meanwhile, chapter 3 also covers aspects that must be considered in the process of overcoming sexual violence, namely assistance, protection, imposition of administrative sanctions, and recovery of victims. The final coverage in chapter 3 is the handling of sexual violence by the PPKS Task Force of Universitas Ahmad Dahlan. This sub-chapter of the study includes the mechanism for the process of receiving reports, examination, drawing up conclusions and recommendations, recovery, and preventing recurrence.

In mitigating the prevention of sexual violence, Universitas Ahmad Dahlan implements it through three schemes, namely learning, strengthening governance, and strengthening the culture of the student community, educators, and education staff. First, through the learning process, the campus ensures that all students, educators, and education staff study the module to prevent and handle sexual violence. The learning process can be integrated into seminars and workshops, or it can strengthen the capacity of educators, education staff, and students.

Second, strengthening governance can be done in several ways, including by formulating policies for preventing and handling sexual violence, forming a Task Force for the Prevention and Handling of Sexual Violence (PPKS Task Force), preparing guidelines for preventing and handling sexual violence, providing sexual violence reporting services, disseminate guidelines for preventing and dealing with sexual violence, and provide appropriate accommodation for people with disabilities to prevent and deal with sexual violence.

Third, through strengthening the community culture of students, educators, and educational staff, including the following activities, namely introduction to university life, student organizations, principles of preventing sexual violence in interactions in higher education, interaction guidelines in implementing the Tri Dharma, as well as informal communication networks between students, educators, and educational staff related to efforts to prevent and overcome sexual violence.

Through these various schemes, Universitas Ahmad Dahlan strives to create a campus environment that is free from sexual violence so that a conducive learning atmosphere is created and students can study safely. Defitrika and Mahmudah (2021) state that the learning

environment influences student character development. A safe environment will allow students to learn optimally, develop excellent and adaptive character, and explore various personal potentials.

This condition can be achieved by campus leaders issuing appropriate policies and regulations to prevent and deal with sexual violence. Sutino et al. (2021) stated that campus leaders can influence all campus members to do things that are shared goals. There are many approaches leaders can take, including issuing policies, enforcing rules and regulations, building a healthy ethos and climate, providing direction for lecturers, employees, and students (McMahon et al., 2021), and providing rewards and punishments to regulate the behavior of campus members.

By enforcing regulations to prevent and deal with sexual violence, victims receive security and legal certainty. During this time, victims of sexual violence are filled with worry after they experience incidents of sexual violence. Studies show that several obstacles make victims reluctant to report cases of sexual violence they experience. These obstacles include the lack of incidents experienced by survivors where students do not believe that the incident they experienced is something profound to report (Miller et al., 2011), fear of negative responses and views from other people (Zinzow & Thompson, 2011), as well as a feeling of powerlessness to do anything due to distrust in the police (Koo et al., 2015), considering that the police cannot do anything (Zinzow & Thompson, 2011), to obstacles from institutions that make it difficult to report cases (Smith & Freyd, 2013).

Social support is needed so that victims can reveal the incidents of sexual violence they have experienced. Orchowski et al. (2013) state that social support is vital in the disclosure process. The amount of social support that is real and felt by the victim can build a positive self-assessment in the victim, activate adaptive coping (Littleton, 2010), and encourage the victim to reveal the incident of sexual violence they experienced (Orchowski & Gidycz, 2012). Social support is provided not only by other students and lecturers, but universities have a crucial role in providing sexual violence prevention and control services as concrete evidence of social support.

Students need to know about the existence of sexual violence prevention and control services (Tsui & Santamaria, 2015). Students who do not report incidents of sexual violence may be because they are not aware of the existence of complaint services (Hayes-Smith & Levett, 2010). Individual factors also influence students' knowledge of these services (Walsh et al., 2010). Apart from knowing the existence of services, students also need to know how to navigate and access these services (Garcia et al., 2012). Knowledge about the existence of and how to access sexual violence prevention and control services is essential in higher education to prevent and reduce the number of incidents of sexual violence experienced by students.

To increase knowledge about the existence and ways to access sexual violence prevention and control services, universities can hold events involving all active students, hold socialization to prevent sexual violence and create campaigns about sexual violence to increase student awareness (Willmott et al., 2023), use social media and websites as platforms to make it easier to access services (Hayes-Smith & Levett, 2010), providing 24-hour hotline services, and placing service information posters in strategic locations throughout the campus environment (Garcia et al., 2012).

These various efforts need to be made so that students gain knowledge about sexual violence services and are encouraged to ask for help. This is important because the desire to ask for help can be influenced by the accessibility, availability, and awareness of resources in the campus environment and how they are perceived, in the form of support or insult, by professional health services or authorities (Hanson, 2010). The extent to which the campus environment is conducive to reporting sexual assault incidents and obtaining follow-up care can influence the short- and long-term recovery of victims. The impact experienced by the victim not only affects the physical and psychological condition (Avant et al., 2011) but also influences the decision to continue or stop studying and pursue education and even influences career opportunities and a sense of achievement (Danielson et al., 2010).

Anyone can experience incidents of sexual violence. All students on campus may, at some point, need access to sexual violence resources, either for themselves or others (Porter & Williams, 2011). Therefore, the issue of sexual violence in higher education requires serious attention from various parties. Lack of leadership, training, and human and financial resources indicates a lack of accountability, helplessness, or lack of seriousness in addressing the issue of sexual violence (Parent & Demers, 2011). Faculty and staff can provide evidence of their seriousness in overcoming the problem of sexual violence by getting involved. This involvement can be demonstrated through several things, including providing exemplary attitudes (Sisneros & Rivera, 2018), instilling and strengthening values in the classroom (Graham et al., 2019), providing resources related to sexual violence, and providing positive support (Hurtado, 2018), to providing a safe place for students to discuss these issues (Bhana, 2015). The policies and regulations issued by the leadership will not be able to run optimally if they do not receive support from lecturers, staff, and students, and it is even possible that they also involve the role of parents, either directly or indirectly.

Preventing and dealing with sexual violence requires collaboration from various parties, both internal and external to the campus. The regulations issued by the government are then adapted into policies for preventing and handling sexual violence that are tailored to the conditions of each campus. The academic community also studies and implements these values so that the phenomenon of sexual violence can be prevented and handled appropriately. It is hoped that by involving the roles of various parties, starting from the

government, law enforcement officials, the community, education staff, educators, and students, the various efforts made to prevent and overcome sexual violence in the tertiary environment can run more optimally and effectively.

4.   CONCLUSION

Based on the explanation that was given in the discussion, it is known that the recommendation that the students hope for is the development of a guidebook for the prevention and control of sexual violence. Through the development of a guidebook consisting of an introduction, juridical and empirical studies, as well as mechanisms for the prevention and control of sexual violence, it is hoped that it can become a reference in following up on cases of sexual violence that occur in higher education, especially in Universitas Ahmad Dahlan.

5.   ACKNOWLEDGEMENTS

6.   REFERENCES

Andriansyah, A. (2022, 12 April). *Komnas perempuan: Kasus kekerasan seksual di lingkungan pendidikan, paling tinggi di universitas*. VOA Indonesia. https://www.voaindonesia.com/a/komnas-perempuan-kasus-kekerasan-seksual-di-lingkungan-pendidikan-paling-tinggi-di-universitas/6525659.html.

Avant, E. M., Swopes, R. M., Davis, J. L., & Elhai, J. D. (2011). Psychological abuse and posttraumatic stress symptoms in college students. *Journal of Interpersonal Violence*, *26*(15), 3080-3097.

Basile, K. C., Smith, S. G., Breiding, M., Black, M. C., & Mahendra, R. R. (2014). Sexual violence surveillance: Uniform definitions and recommended data elements. Version 2.0. Atlanta, Georgia: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

Bhana, D. (2015). When caring is not enough: The limits of teachers' support for South African primary school-girls in the context of sexual violence. *International Journal of Educational Development*, pp. *41*, 262–270.

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.

CNN Indonesia. (2023, 26 Mei). *Komnas perempuan catat 457.895 kasus kekerasan sepanjang 2022*. CNN Indonesia. https://www.cnnindonesia.com/nasional/20230525150609-12-953974/komnas-perempuan-catat-457895-kasus-kekerasan-sepanjang-2022.

Danielson, C. K., Macdonald, A., Amstadter, A. B., Hanson, R., de Arellano, M. A., Saunders, B. E., & Kilpatrick, D. G. (2010). Risky behaviors and depression in conjunction with–or in the absence of–lifetime history of PTSD among sexually abused adolescents. *Child Maltreatment, 15*(1), 101–107.

Defitrika, F., & Mahmudah, F. N. (2021). Development of life skills education as character building. *International Journal of Educational Management and Innovation*, *2*(1), 116-135.

Finley, L., & Levenson, J. (2018). The untapped resources of faculty in campus sexual violence prevention: Issues and recommendations. *Journal of Aggression, Conflict and Peace Research*, *10*(2), 123–133.

Garcia, C. M., Lechner, K. E., Frerich, E. A., Lust, K. A., & Eisenberg, M. E. (2012). Preventing sexual violence instead of just responding to it: Students' perceptions of sexual violence resources on campus. *Journal of Forensic Nursing*, *8*(2), 61-71.

Graham, L. M., Mennicke, A., Rizo, C. F., Wood, L., & Mengo, C. W. (2019). Interpersonal violence prevention and response on college and university campuses: Opportunities for faculty leadership. *Journal of Family Violence*, pp. *34*, 189–198.

Halstead, V., Williams, J. R., & Gonzalez-Guarda, R. (2017). Sexual violence in the college population: A systematic review of disclosure and campus resources and services. *Journal of Clinical Nursing*, *26*(15-16), pp. 2137–2153.

Hanson, M. J. (2010). Health behavior in adolescent women reporting and not reporting intimate partner violence. *Journal of Obstetric, Gynecologic & Neonatal Nursing*, *39*(3), 263-276.

Hayes-Smith, R. M., & Levett, L. M. (2010). Student perceptions of sexual assault resources and prevalence of rape myth attitudes. *Feminist Criminology, 5*(4), 335–354.

Hendayana, Y. (2020, 28 November). *Menciptakan kamus aman dan nyaman bebas dari perundungan dan kekerasan seksual.* Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. https://dikti.kemdikbud.go.id/kabar-dikti/kabar/menciptakan-kampus-aman-dan-nyaman-bebas-dari-perundungan-dan-kekerasan-seksual/.

Holland, K. J. (2017). *Sexual assault response systems in an evolving legal landscape: implications for reporting and help-seeking.* (Doctoral dissertation, The University of

Michigan).https://deepblue.lib.umich.edu/bitstream/handle/2027.42/138486/kahollan_1.pdf?sequen%20ce=1&isAllowed=y.

Hurtado, S. S. (2018). *Addressing sexual violence on campus: Exploring the role and responsibility of faculty members.* (Doctoral dissertation, Indiana University). https://www.proquest.com/openview/2d44a16af6f34e1ed5f24fcfcf54868c/1?pq-origsite=gscholar&cbl=18750.

Jayani, D. H. (2022, 10 Maret). *Kekerasan seksual di lingkungan pendidikan terus terjadi, ini datanya.* Databoks. https://databoks.katadata.co.id/datapublish/2022/03/10/kekerasan-seksual-di-lingkungan-pendidikan-terus-terjadi-ini-datanya.

Kaukinen, C. (2014). Dating violence among college students: The risk and protective factors. *Trauma, Violence, & Abuse*, *15*(4), 283–296.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2023, 19 Januari). *Kemendikbudristek pertegas komitmen menghapus kekerasan seksual di lingkungan pendidikan.* Kementerian Pendidikan dan Kebudayaan. https://www.kemdikbud.go.id/main/blog/2023/01/kemendikbudristek-pertegas-komitmen-menghapus-kekerasan-seksual-di-lingkungan-pendidikan.

Koo, K. H., Nguyen, H. V., Andrasik, M. P., & George, W. H. (2015). The cultural context of nondisclosure of alcohol-involved acquaintance rape among Asian American college women: A qualitative study. *The Journal of Sex Research*, *52*(1), 55–68.

Lestari, D., dkk. (2021). Efektifitas kinerja pp2tp2a dalam penanganan kekerasan seksual anak di kota Sukabumi. *Jurnal Ilmiah Muqaddimah, 5,* 162-180.

Littleton, H. L. (2010). The impact of social support and adverse disclosure reactions on sexual assault victims: A cross-sectional and longitudinal investigation. *Journal of Trauma & Dissociation*, *11*(2), 210–227.

Marfu'ah, U., Rofi'ah, A., & Maksun. (2021). Sistem pencegahan dan penanganan kekerasan seksual di kampus. *Kafa'ah: Journal of Gender Studies, 11*(1), 95-106.

Mazar, L. A., & Kirkner, A. (2016). Fraternities and campus sexual violence: Risk, protection, and prevention. *Violence and Gender*, *3*(3), 132–138.

McMahon, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). Comprehensive prevention of campus sexual violence: Expanding who is invited to the table. *Trauma, Violence, & Abuse*, *22*(4), 843–855.

Miller, A. K., Canales, E. J., Amacker, A. M., Backstrom, T. L., & Gidycz, C. A. (2011). Stigma-threat motivated nondisclosure of sexual assault and sexual revictimization: A prospective analysis. *Psychology of Women Quarterly*, *35*(1), 119-128.

Mulyatiningsih, E. (2011). *Riset terapan: Bidang pendidikan & teknik*. UNY Press.

Newlands, R., & O'Donohue, W. (2016). A critical review of sexual violence prevention on college campuses. *Acta Psychopathologica*, *2*(2), 14.

Nikmatullah. (2020). Demi nama baik kampus vs perlindungan korban: Kasus kekerasan seksual di kampus. *QAWWAM: Journal for Gender Mainstreaming, 14*, 37–53.

Orchowski, L. M., & Gidycz, C. A. (2012). To whom do college women confide following sexual assault? A prospective study of predictors of sexual assault disclosure and social reactions. *Violence Against Women*, *18*(3), 264-288.

Orchowski, L. M., Untied, A. S., & Gidycz, C. A. (2013). Factors associated with college women's labeling of sexual victimization. *Violence and Victims*, *28*(6), 940-958.

Parent, S., & Demers, G. (2011). Sexual abuse in sport: A model to prevent and protect athletes. *Child Abuse Review*, *20*(2), 120-133.

Permendikbud Nomor 30 Tahun 2021 tentang Pencegahan dan Penanganan Kekerasan Seksual di Lingkungan Kampus.

Porter, J., & Williams, L. M. (2011). Intimate violence among underrepresented groups on a college campus. *Journal of Interpersonal Violence*, *26*(16), 3210–3224.

Pusparisa, Y. (2021, 11 Juni). *Kasus kekerasan seksual di Indonesia mayoritas tanpa penyelesaian*. Databoks. https://databoks.katadata.co.id/datapublish/2021/06/11/kasus-kekerasan-seksual-di-indonesia-mayoritas-tanpa-penyelesaian.

Saraswati, N. D., & Sewu, P. L. S. (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 Justicia, 8*(1), 115-137.

Sisneros, K., & Rivera, M. (2018). Navigating institutions and institutional leadership to address sexual violence. *New Directions for Student Services*, *2018*(161), 95-105.

Smith, C. P., & Freyd, J. J. (2013). Dangerous safe havens: Institutional betrayal exacerbates sexual trauma. *Journal of Traumatic Stress*, *26*(1), 119–124.

Sutino, Sowiyah, Endang, S., & Tristiana, N. E. (2021). Principal's leadership in realizing character education. *International Journal of Educational Management and Innovation*, *2*(3), 322-329.

Tsui, E. K., & Santamaria, E. K. (2015). Intimate partner violence risk among undergraduate women from an urban commuter college: The role of navigating off-and on-campus social environments. *Journal of Urban Health*, *92*, 513-526.

Undang-Undang Nomor 12 Tahun 2022 tentang Tindak Pidana Kekerasan Seksual.

Walsh, W. A., Banyard, V. L., Moynihan, M. M., Ward, S., & Cohn, E. S. (2010). Disclosure and service use on a college campus after an unwanted sexual experience. *Journal of Trauma & Dissociation*, *11*(2), 134–151.

Willmott, T. J., Mathew, A., Saleme, P., & Rundle-Thiele, S. (2023). Participatory design application in youth sexual violence and abuse prevention: A mixed-methods systematic review. *Trauma, Violence, & Abuse*, *24*(3), 1797-1817.

Zinzow, H. M., & Thompson, M. (2011). Barriers to reporting sexual victimization: Prevalence and correlates among undergraduate women. *Journal of Aggression, Maltreatment & Trauma*, *20*(7), 711–725.