



## ENHANCING STUDENTS' KNOWLEDGE ABOUT SEXUAL VIOLENCE PREVENTION IN THE CAMPUS ENVIRONMENT

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### ABSTRACT

The issue of sexual violence is currently widespread within community environments, including those that should be safe for learning, such as elementary schools and higher education institutions. Sexual violence in educational settings, especially in universities, causes numerous negative impacts on both the physical and mental health of the victims, which can subsequently disrupt the teaching and learning process. One of the preventive measures against sexual violence on campus is through public discussions or socialization activities aimed at students. This community service method is carried out through socialization to enhance students' knowledge about the prevention of sexual violence. This article discusses the importance of increasing students' awareness about preventing sexual violence through socialization activities. These activities serve as a means to raise awareness, provide education, and encourage active participation from all members of the academic community in efforts to prevent sexual violence on campus. Furthermore, socialization can also be used to formulate effective policies and prevention strategies and to build cooperation with various related parties. Thus, through public discussion activities, campuses can foster a safer and more inclusive culture and reduce the incidence of sexual violence.

**Keywords:** Prevention, Sexual Violence, Campus.

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## INTRODUCTION

Sexual violence is a critical issue that requires prevention, handling, and resolution, especially concerning the victims, due to its highly negative impacts. Currently, cases of sexual violence are increasingly prevalent within community environments, including those that should be safe spaces for learning, such as elementary schools and higher education institutions. Sexual violence in educational settings, particularly in universities, causes numerous negative effects on both the physical and mental health of victims, which can subsequently disrupt the teaching and learning process. Sexual violence does not discriminate and can affect anyone, especially students in educational environments.

Typically, sexual violence cases in universities involve perpetrators who are often faculty members, with students as victims. These cases frequently go unreported publicly due to the power imbalance between perpetrators and victims. The phenomenon of sexual violence in higher education is akin to an iceberg, with many cases still hidden and needing further exploration and research (Virgistasari & Irawan, 2022).

In terms of definition, violence is an act that degrades or attacks an individual, carried out forcibly and outside the victim's will, preventing the victim from giving free consent. This often results from inequalities in power and gender relations between the perpetrator and the victim, leading to physical, psychological, sexual suffering, as well as economic, social, cultural, and political losses (Purwanti & Hardiyanti, 2018).

Another perspective states that the impacts of sexual violence can affect both the physical and mental aspects of victims.

Physical impacts are visible and require sufficient recovery time, while mental impacts can include trauma and psychological disturbances, which may take much longer to heal. This can cause women to feel afraid to go outside or leave their homes (Azzahra et al., 2021).

Most cases of sexual violence occur against women and children, as they are considered vulnerable groups with greater dependence on parents. These cases are often only the tip of the iceberg, with many incidents still unreported. Sexual violence has become a significant issue in Indonesia, garnering increased attention. Based on data from the National Commission for Violence Against Women (Komnas Perempuan), reports of sexual violence increased from 4,543 cases in 2014 to 7,936 cases in 2019, collected from various sources such as religious courts, government agencies, and complaint units specifically established to handle direct reports from victims (Komnas Perempuan, 2021).

These figures highlight the urgent need for greater attention from both the government and society, especially in educational institutions, which should be safe environments for learning but often become hidden spaces for predators. Sexual violence is a deviant behavior that causes severe suffering for victims, requiring immediate attention and intervention (Purwanti & Hardiyanti, 2018).

Perpetrators of sexual violence must be given strict punishments to prevent repeated offenses, along with social sanctions to deter future acts. Many female victims are hesitant to report incidents due to fear of stigma, where society may blame or shame them, suggesting that the violence was caused by the victim's behavior rather than the perpetrator's actions. Additionally,

cases often go unreported because of denial from involved parties, especially when the victims are children, unaware they've been victimized. Victims may also experience low self-confidence and distrust toward others, which can further inhibit reporting and seeking help.

Higher education institutions often lack serious attention to sexual violence cases. Such incidents are frequently concealed to protect the institution's reputation. However, universities should uphold the human rights of their academic community by educating and informing about sexual violence, ensuring legal justice, and providing accessible channels for reporting cases (Marfu'ah et al., 2021).

As part of the responsibility to prevent and address sexual violence, the Indonesian Ministry of Education, Culture, Research, and Technology issued Regulation Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Environments. This regulation established the Sexual Violence Prevention and Response Task Force (SATGAS PPKS) within universities.

This program aims to address the psychological trauma experienced by victims and examine the role of the SATGAS PPKS in strengthening the resilience of student victims of sexual violence at the College of Health Science of Husada Jombang. Therefore, socialization programs are vital for higher education institutions as a commitment to creating a campus culture free from sexual violence and making students feel safe and comfortable to grow and develop.

## OBJECTIVES

### *General Purpose*

The general purpose of this community service activity is to increase

students' awareness and understanding of the various forms of sexual violence and to empower them to prevent and respond to such incidents within the campus environment. By conducting educational socialization and open discussions, this program aims to foster a safer, more inclusive academic atmosphere where students are well-informed, confident in reporting incidents, and actively involved in building a culture of equality and mutual respect.

### *Special Purpose*

This program's specific purpose is to provide students at the College of Health Science of Husada Jombang with detailed information about the 21 identified forms of sexual violence as outlined in national regulations and educate them on appropriate reporting mechanisms. Additionally, the program seeks to strengthen students' critical awareness of gender-based power imbalances and promote the implementation of the Sexual Violence Prevention and Handling Task Force (SATGAS PPKS) initiatives on campus.

## PLAN OF ACTION

### *Strategy Plan*

To effectively enhance students' knowledge and awareness of sexual violence prevention within the campus environment, the following strategy plan was implemented:

1. Collaboration with Student Organizations: The program partnered with the Student Executive Board (BEM) of the College of Health Science of Husada Jombang to engage students directly and increase their active participation in the initiative.

2. **Educational Socialization Sessions:** A structured socialization event was conducted, providing students with information on the 21 recognized forms of sexual violence as stipulated by national regulations. This session aimed to clarify misconceptions and expand student understanding beyond physical forms of violence.
3. **Interactive Public Discussions:** After the educational session, an open discussion forum was held to facilitate dialogue between students and speakers. This platform allowed participants to share perspectives, ask questions, and explore real-life scenarios, thereby deepening their comprehension of the issue.
4. **Promotion of Reporting Mechanisms:** The event introduced the campus's SATGAS PPKS (Sexual Violence Prevention and Handling Task Force) and encouraged students to report incidents of sexual violence without fear of stigma. Clear guidance on how and where to report was provided.
5. **Integration of Religious and Cultural Values:** Religious teachings and ethical principles were integrated into the discussion to reinforce the moral and spiritual importance of respecting others and preventing violence, particularly within the pesantren and academic environment.
6. **Strengthening Gender Equality Awareness:** The program emphasized the importance of addressing patriarchal values and power imbalances as root causes of sexual violence. Students were educated on fostering a culture of equality, mutual respect, and assertive communication.
7. **Sustainability and Follow-up:** Recommendations were made for

regular follow-up activities, continuous policy evaluation, and further socialization efforts to sustain a safe and respectful campus environment.

### *Implementation*

The implementation of this community service program involved a series of coordinated activities designed to raise awareness and educate students about sexual violence prevention in higher education settings:

1. **Program Planning and Coordination:** The program was planned in collaboration with the Student Executive Board (BEM) of the College of Health Science of Husada Jombang to ensure student involvement and maximize outreach. The team designed a comprehensive agenda that included both informative and interactive components.
2. **Socialization Activity:** The core activity was a socialization session that presented students with detailed information about the 21 categorized forms of sexual violence based on national guidelines. The session aimed to increase students' understanding of behaviors that constitute sexual violence, including those that are often overlooked, such as verbal harassment and digital misconduct.
3. **Interactive Discussion Forum:** Following the socialization, an open public discussion was held to facilitate student engagement. During the forum, students were encouraged to ask questions, share opinions, and reflect on their personal experiences in a safe and respectful environment. This dialogue promoted critical thinking and raised collective awareness.
4. **Dissemination of Reporting Procedures:**

The event included the dissemination of reporting procedures and introduced students to the role of the SATGAS PPKS (Sexual Violence Prevention and Handling Task Force). Students were informed about where and how to report incidents of sexual violence on campus, with emphasis on confidentiality and victim protection.

5. **Integration of Cultural and Religious Perspectives:** The program also highlighted the importance of religious values and cultural sensitivity in preventing sexual violence. Speakers addressed common misconceptions and encouraged students to adopt respectful behavior and communication aligned with both ethical and spiritual principles.
6. **Evaluation and Feedback:** At the end of the activity, feedback was gathered from participants to evaluate the effectiveness of the program. Suggestions and insights from students were documented for future improvements and follow-up initiatives.

### *Setting*

The community service activity was conducted at the College of Health Science of Husada Jombang, specifically within the academic environment of the campus. The setting was chosen due to the increasing concerns about sexual violence occurring in higher education institutions, including among students, which highlights the need for targeted prevention and educational efforts within this community.

### *Target*

The primary target of this program was the student body of the College of Health Science of Husada Jombang, with a particular focus on increasing awareness

among both male and female students. The program aimed to:

1. Equip students with knowledge of the 21 forms of sexual violence as defined by national regulations.
2. Encourage proactive attitudes toward recognizing, preventing, and reporting sexual violence.
3. Foster a sense of responsibility among students in creating a respectful and safe campus culture.
4. Promote student participation in supporting and utilizing the campus Sexual Violence Prevention and Handling Task Force (SATGAS PPKS).

This target group was considered highly strategic, as students not only represent a vulnerable population but also play a crucial role in shaping peer culture and advocating for institutional change.

## **RESULTS AND DISCUSSION**

This community service activity was conducted to provide students with insights and understanding about sexual violence, which often occurs within higher education environments. During this activity, students received information from the community service team regarding 21 forms of sexual violence, including:

1. Delivering discriminatory or insulting remarks about the victim's physical appearance, body condition, and/or gender identity.
2. Deliberately showing genitalia without the victim's consent.
3. Making sexual innuendos, jokes, or whistles directed at the victim.
4. Gazing at the victim with sexual overtones and/or making them feel uncomfortable.
5. Sending sexual-themed messages, jokes, images, photos, audio, and/or

- videos to the victim, even when prohibited.
6. Taking, recording, and distributing sexualized photos and/or audio/visual recordings of the victim without their consent.
  7. Uploading photos of the victim's body and/or personal information with sexual connotations without permission.
  8. Spreading information related to the victim's body and/or personal details with sexual nuances without consent.
  9. Peeping or intentionally watching the victim during private activities or in private spaces.
  10. Persuading, promising, offering, or threatening the victim to engage in sexual transactions or activities without their approval.
  11. Giving sexualized punishment or sanctions.
  12. Touching, rubbing, feeling, holding, hugging, kissing, and/or rubbing parts of their body against the victim's body without consent.
  13. Opening the victim's clothing without their permission.
  14. Forcing the victim to engage in sexual transactions or activities.
  15. Practicing cultural norms within the student community, educators, and educational staff that involve sexual violence.
  16. Attempted rape, even if penetration does not occur.
  17. Rape, including penetration with objects or body parts other than genitalia.
  18. Forcing or deceiving the victim to undergo an abortion.
  19. Forcing or deceiving the victim to become pregnant.
  20. Allowing sexual violence to occur intentionally.

21. Engaging in other acts of sexual violence.

These points are important for students to be aware of because sexual violence is not always physical; it can also manifest through jokes or teasing, as mentioned in points three and five. By understanding these various forms of violence, students can better prevent such acts from happening on campus or in higher education environments.

According to Michael Kaufman in Noviani et al. (2018), an activist leading the "White Ribbon" campaign states that violence against women occurs due to three main factors: patriarchal power, privilege, and permissiveness.

It can be concluded that one of the main drivers of the increasing cases of discrimination and violence against women is the existence of patriarchal power. In patriarchal culture, subordination and power disparities between men and women create relational inequalities both structurally and socially. These power imbalances make victims powerless to make independent decisions, as exemplified by Khotimun Sutanti, a Coordinator of the LBH APIK Executive Association. In her example, a senior male student invites a junior female student alone, and because she feels shy and trusts that she will not be mistreated, she agrees. However, the male student then commits sexual harassment, and the victim feels afraid to resist or faces psychological pressure.

Furthermore, the speaker emphasized that efforts to prevent sexual violence should focus on implementing policies for the Prevention and Handling of Sexual Violence (PPKS) and strengthening a culture of equality, through the following steps:



## a. Implementation of PPKS Policies

### 1. Socialization

- Conduct socialization from the beginning, including as part of the induction process for new students.
- Develop apps or platforms as communication channels for PPKS policies.
- Incorporate the core principles of PPKS policies into the Integrity Pact.

### 2. Implementation

- Ensure the presence of a task force unit within the organization.
- Take firm action against perpetrators to deter others from committing similar acts.

### 3. Monitoring and Evaluation (M&E)

- Regularly review the implementation of PPKS policies.
- Provide guidance and assistance when facing implementation obstacles.
- Revise policies based on evaluation results for continuous improvement.

## b. Strengthening the Culture of Equality

### 1. Eliminating Misconceptions Related to Sexual Violence

- Address misconceptions that blame victims, such as:
- “Women are the source of slander.”
- “The three causes of a man’s downfall: wealth, power, women.”
- “Seeking blessings from kyai by being molested.”
- Instead, understand that sexual violence occurs due to uncontrolled sexual urges.

Remember the Hadith: “The first glance is a blessing, the second is a curse, lower your gaze.”

### 2. Comprehensive Sexual Education

- Provide understanding about various types of touch, recordings, and perceptions that are pleasurable, sad, confusing, or degrading.
- Understand risky relationships through the concept of “I feel and I believe.”
- Promote assertive communication: expressing feelings politely.
- Instill critical attitudes, which are urgent to be integrated into the current pesantren and educational system.
- Reinforce religious values related to sexual violence and other forms of violence.

### 3. The 5R Principles

- Rights: Respect others’ rights.
- Respect: Mutual respect.
- Responsibility: Accountability for one’s actions.
- Reasoning: Acting with logical and reasonable motives.
- Resilience: Ability to recover and withstand social pressures.

Additionally, in cases of sexual violence within campus environments, the incident should be reported to the existing PPKS Taskforce (Satgas PPKS). Reporting bravely and actively is part of efforts to break the chain of sexual violence and prevent similar acts from recurring in the future.

## CONCLUSION

Sexual violence is not a crime that should be normalized, and it can occur

anywhere and at any time in various forms. The effects of sexual violence can be fatal, both physically and mentally, and can even lead to death. Moreover, it is often difficult to prove such cases, and victim blaming further complicates victims' willingness to speak out. Anyone who becomes a victim of sexual violence must be brave to speak up; do not let perpetrators go unpunished, as they may repeat their crimes against you or others. Patriarchal culture or the imbalance of power relations between men and women, as a contributing factor to sexual violence, should be eliminated. It is time to embrace equality in life, where men and women have the same rights and mutual respect. Through this activity, it was found that many students still lack detailed knowledge about the forms of sexual violence, which makes them unaware that they may have been victims of such acts. Therefore, it is hoped that this activity will continue to provide deeper insights and encourage students to report any sexual violence they experience to the campus PPKS task force.

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