Developing and Strengthening the Role of Institutions in Preventing and Addressing Sexual Violence in Higher Education

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Abstract

This study seeks to analyze or show how the formation and strengthening of an institutional-related task force on the prevention and handling (ToPH) of sexual violence in higher education in Indonesia can be helpful. The example focuses on ToPH, which was developed in accordance with Indonesia's Minister of Education, Culture, Research, and Technology (MoECRT) Regulation No. 30, 2021, and how it has been implemented. It also makes some suggestions for how it could be improved. In three public universities in the western and eastern parts of Indonesia, interviews were performed as part of this qualitative study. The study's findings are presented as suggestions for a map of institutions for the handling and prevention of sexual violence on campuses (ToPH). The study also demonstrates that ToPH requires additional assistance from all parties involved in order to develop its roles and functions and help it carry out its duties. To make these responsibilities and functions a reality, several elements are required. These include a policy that governs institutions, the duties and responsibilities of institutions, improving human resource capacity within institutions, programs of activities, finance, information systems, and a monetary and evaluation system.

Keywords

Desarrollar y Reforzar el Papel de las Instituciones en la Prevención y el Tratamiento de la Violencia Sexual en la Enseñanza Superior

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Resumen

Este estudio pretende analizar o mostrar cómo puede ser útil la formación y el fortalecimiento de un grupo de trabajo institucional para la prevención y el tratamiento (ToPH) de la violencia sexual en la enseñanza superior en Indonesia. El ejemplo se centra en el ToPH, que se desarrolló de acuerdo con el Reglamento n.º 30 de 2021 del Ministerio de Educación, Cultura, Investigación y Tecnología (MoECRT) de Indonesia, y en cómo se ha aplicado. También hace algunas sugerencias sobre cómo podría mejorarse. En el marco de este estudio cualitativo se realizaron entrevistas en tres universidades públicas del oeste y el este de Indonesia. Las conclusiones del estudio se presentan como sugerencias para un mapa de instituciones para el tratamiento y la prevención de la violencia sexual en los campus (ToPH). El estudio también demuestra que la ToPH requiere ayuda adicional de todas las partes implicadas para desarrollar sus papeles y funciones y ayudarla a llevar a cabo sus obligaciones. Para hacer realidad estas responsabilidades y funciones, se requieren varios elementos. Entre ellos se incluyen una política que rija las instituciones, los deberes y responsabilidades de las instituciones, la mejora de la capacidad de los recursos humanos dentro de las instituciones, los programas de actividades, las finanzas, los sistemas de información y un sistema monetario y de evaluación.

Palabras clave

Cómo citar este artículo: Soenarto-Putri, T.W., Gaus, N., Rolobessy, M.J., Soputan, G. J., Mulyani, W.P., Pramuwardhani-Dewi, M., Sulistiyani, A.T., Sisparyadi & Suwarjiyanto (2024). Desarrollar y Reforzar el Papel de las Instituciones en la Prevención y el Tratamiento de la Violencia Sexual en la Enseñanza Superior *Multidisciplinary Journal of Gender Studies, 13* (2), pp. 119-136. http://dx.doi.org/10.17583/genero.12424

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Sexual violence continues to increase in frequency in Indonesia today. Between January and October of 2021, 4,500 reports of sexual violence against women were made public by Indonesia's National Commission of Women (NCW). That number is double what it was in the case in 2020. As many as 338,496 reports of sexual violence were made public in 2021, as stated in the NCW press release regarding the annual notes for 2022. According to the NCW's annual reports, 338.496 instances of sexual violence were reported in 2021. The data also show that the number of cases of sexual violence against women has increased over the past ten years (2010-2020), going from 105,103 in 2010 to 299,911 in 2020. This indicates that there is an annual increase of roughly 19.6% on average. That number of cases decreased by approximately 10.7 percent and 22.5 percent, respectively, only in 2015 and 2019 (NCW, 2021)

Keep in mind that sexual violence can occur anywhere, especially in educational settings. Feminist scholars, particularly radical feminists, have identified 'power' as a tool to understand the cause of sexual violence. Power that is acquired or possessed by elites (Gordon, 2018). Higher education in Indonesia is an institution of learning with a high rate of sexual violence from 2015 to 2021 (NCW, 2021). Yogyakarta in particular, a city well known as a hub of education, has a disturbing history of sexual violence. According to Warga Jogja Net (2021), there were over 42 instances of sexual assault reported to the Legal Aid Institution of Yogyakarta between March 2020 and April 2021, and according to Rifka Annisa from a non-legislative organization, there were approximately 350 cases of sexual assault reported in Yogyakarta alone (The Institution of Psychology Research of Gadjah Mada University, 2022). According to a survey conducted by the Ministry of Education, Culture, Research, and Technology (MoECRT) in 2020 in 29 cities and 79 campuses, 63% of sexual violence occurred but was not reported due to the need to preserve the reputation of the campuses (VOA Indonesia, 2022). As a result, the data may not accurately reflect the total number of instances of sexual violence.

The detection of sexual violence in higher education is more challenging. This syndrome is linked to various interpretations of what constitutes sexual violence. Aspects like gender, status, and age could influence how someone perceives something. According to "student effects," young people are more accepting when categorizing and defining what constitutes sexual violence (Frazier et al., 1995; Gutek, 1995). Younger people are given status as students while older people are given status as staff thanks to the interaction between the age effect and the student effect (Foulis & McCabe, 1997; O'Connor et al., 2004).The combined effects of gender and status, according to Kelley and Parsons (2000), are a significant component that may affect the disparity in how sexual assault is perceived by different people. As a result, females in various roles in academia, such as students, professors, or administrative staff, may view sexual abuse in various ways.

DeGue et. al (2014) assert that policy is a tool for addressing sexual violence in campus. In Indonesia, the government has responded to the increase in sexual violence in academia by issuing the regulation No. 30, 2021 of the Ministry of Education, Culture, Research and Technology (MoECRT) on Prevention and handling of Sexual Violence. This provision was subsequently incorporated into Law No. 12 of 2022 on Sexual Violence Crimes. As a statement of such law, every campus in Indonesia is obliged to have a task force named "Sexual Violence Prevention and Handling/Response Institutions", while at the government level there is a so-

called "Integrated Implementation Team", required to be established to prevent and address sexual violence.

Apart from the implementation of this task force in Indonesian universities, the fact that there are still cases that have not been properly and adequately handled or addressed. Therefore, indeed, we are intrigued to investigate why such cases still occur and why they are not handled properly. Strengthening the role of Institutions in addressing sexual violence on campus will help reduce the prevalence of sexual violence on campus. Raising student awareness of the existence of such facilities and the services they provide helps students realize that they have resources to report if they experience sexual assault or violence. Therefore, it is important to ensure that students and all campus communities are aware of the existence of such facilities on campus. Based on this, we formulate our research questions as follows:

1.   What are the perceptions of university communities towards the existence of the task force of Institutions preventing and handling sexual violence in their institutions?
2.   What services or how do such institutions prevent and handle the occurrence of or the issue of sexual violence in their institutions?

Research on sexual coercion in academia is not a new phenomenon. A large body of research has been conducted by scholars and the foci are varied, ranging from the correlates and risk factors of the causes of sexual victimization (Gross et al., 2006; Fedina, Holmes, & Backes 2016). Prevention strategies and evaluation of sexual violence on campus (Banyard, 2014; Dills, Fowler, & Paine, 2016). The prevention research has mainly focused on the program or training of what is called "bystander" interventions (Banyard, 2007; McMahon, Postmus, & Koenick, 2011; Bouchard, Wong, & Lee, 2023). Yet, this research tends to focus on the women as victims and what measures or interventions should be taken to prevent and respond to sexual victimization. The importance of policy as tools for addressing sexual violence has been recognized by scholars (Iverson & Issadore, 2018; Cantalupo, 2011; Janosik & Gregory, 2009). However, research has tended to focus on how to comply with legislative expectations (Cantalupo, 2011; Janosik & Gregory, 2009). To put it succinctly, policy-related research regarding sexual violence on campus has revolved around the ideas of reduction and prevention.

Our research focuses on how to strengthen agencies or institutions to prevent and respond to sexual violence incidents on campus. Few research has focused on such an issue. Our research's focus on such an issue is important to avoid policy ends up being as the simply an obedience to legislative expectation. From a social-ecological perspective, which engages four elements for strategies in prevention and response to sexual violence on campus (individual-relationship-community-society), we argue that incorporating those elements to strengthen the roles and functions of agencies or institutions to prevent and respond to sexual violence in campus may enhance the implementation of legislation and not just a compliance to it. With this is in mind we believe that a collaborative actions, strategies, and programs, parties, and actors to strengthen the roles and functions of policy may become an alternative way of reducing the risk of sexual violence on campus and maximizing efforts of responding to sexual violence. Following this idea, we believe that our research may contribute to the understanding of the participation and collaboration of all parties in preventing and responding to sexual

violence in campus, and what steps that should be taken into account to start attempts of prevention and responses through the strengthening of institution or agency roles and functions. From the practical side, our research may inform authorities at the institutional and governmental levels regarding how to strengthen the roles and functions of the already-established institutions that deal with sexual violence on campuses.

Introduction Background to the Current Problem

Sexual violence can occur because there are important variables such as power, social structure, and power target (Foucault, 2018, to Gordon 2018). The combination of these three variables can increase the intensity of sexual violence. If one of them doesn't show up, there shouldn't be any sexual violence. So multiple factors are actually driving sexual violence on campus. They are:

Indonesian Strong Patriarchal Culture

Patriarchal cultures can contribute to sexual violence against women because they create certain stereotypes about women. In radical feminist paradigms, patriarchy is seen as a fundamental form of male oppression over women. Women are seen as a male property and should be regulated to every degree in how they should behave and how they should dress (Soejoeti & Susanti, 2020). Moreover, patriarchs place women in unequal social structures. This caveat is supported by Fushshilat and Apsari (2020). They argue that the patriarchal social system may put women at a disadvantage because it is seen as legalizing sexual violence. In other words, it was a woman's duty to be fantasized by men. The question is whether such a view still exists in the eyes of academic intellectuals. Educational inequality in academia is pervasive, caused by a patriarchal culture. According to Nasir and Lilianti (2017), one of the causes of inequality in access to education is the patriarchy that exists in most parts of the world, including Indonesia. Such conditions must be removed from the world of science. Referring to the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), chapter 10 on Equality in Education, member States, including Indonesia, should take all appropriate measures to ensure and in particular guarantee equality with men in education and measures to eliminate discrimination against women. It defines that there is an obligation to take Eliminate all stereotypes about the roles of men and women at all levels and in all forms of education.

Power Imbalance between Perpetrators and Victims of Sexual Violence

Radical feminists use the theory of power as a tool to understand sexual violence. According to that theory, power is possessed and exercised only by elites or the powerful. The exercise of power is exercised in an unequal power structure that may produce State dominance. The effect may be on the placement of women as powerless in the face of male dominance and sexual violence (Gordon, 2018). The power balance between perpetrators and victims of sexual violence in higher education shows that perpetrators have more power than victims. One

example is the case of Rifka (pseudonym). Rifka was in her last term of her study when she was unscrupulously harrassed by her thesis supervisor in an online taxi while discussing her exam rescheduled for December 2019 (Ferdianto, 2021). This power imbalance scared Rifka to come forward (Elindawati, 2021). Fear of students to report the sexual violence incidents has been widely reported in literature. College students are 13% less likely to report sexual violence incidents to police and even to college authorities (Sinozich & Langton, 2014), contributing sexual violence on campus as the most underreported case (Kilpatrick et al., 2007, as cited in Stoner & Cramer, 2017). These problems are identified as barriers to prevent and respond to sexual violence on campus (Stoner & Cramer, 2017).

Massive Victim-Blaming Culture of the Past

Lentera Sintas Campaign according to its manager Sophia Hage (DW, 2016), there is a social stigma that associates sexual violence with a taboo to be talked about. This situation can signal that the victim is being judged or blamed by society (victim blaming) if the victim has the courage to report the crime. This assumption was also supported by her 2020 study by Statista on what causes sexual violence in Indonesia. The research found that sexual violence occurs because of flirtatious behavior and obscene clothing on the part of the victim. Data show that a culture of blaming victims still exists in Indonesian society. Sexual violence is therefore not a problem that can only be understood from its causes and how to deal with it. You need to understand the challenges that come with handling it. Below are some of the causes of poor prevention and management of sexual violence on campus.

Lack of Student Understanding of the Concept of Sexual Violence

Fitri et al. (2021) research shows that most students are in the early stages of their awareness and critical understanding of the issue of sexual violence. One form of sexual violence is the use of offensive sexist language or the use of user terms to comment on other people in offensive sexist language. These practices tend to be ignored or poorly understood by students (Alpian, 2022). Based on research by Rusyidi et al. (2019, cited in Alpian, 2022), five forms of sexual harassment are even less understood by university students. They are: Joke is a sexist term that can be used to provoke offensive feelings, show someone pornography, make a comment using sexual language that insults someone, and masturbate in front of people. For all these reasons, students are encouraged to actively engage in critical reflection, political effectiveness, and critical action to address the issue of sexual violence. The most common cases are that victims are unaware of their condition or are confused as to whether such cases constitute sexual violence (Munir, 2021).

Lack of Reporting of Sexual Violence

Sexual violence against women has been identified as an 'epidemic proportion' (Gordon, 2018). This means that there may be an awareness of what sexual violence be, and an increase in the reporting of incidents of sexual violence against women. Yet, in many cases, the incidents of sexual violence are underreported because of the fear of stigma given to the survivors

(Gordon, 2018). Such phenomena are closely related to the term iceberg phenomena. The superficially visible phenomenon certainly does not reflect the actual situation or actual numbers of sexual violence. Without reporting or approval by campus authorities, the number of incidents can safely be assumed to be much higher (BEM BIMA FIKOM UNPAD, 2020). Data therefore tend to be limited to victim-reported authorities responsible for addressing sexual violence on campus [Salampessy, in VOI, 2021; dalam Kekerasan Seksual di Kampus LM Psikologi(sexual violence on campus, LM Psychology UGM)].

Campuses cover up the case of sexual violence. Research that is conducted by Fitri, et.al. (2021) discloses that some cases of sexual violence on campuses occurred but the cases tended to be disguised by campuses. The main reason is to keep the reputation of campuses. In Indonesia, the tendency of an institution to do such a thing tends to be influenced by the aspects of religion and culture (Istiadah, et.al., 2020). As a result, the institution tends to show limited support to victims, and victims as well tend to be quiet so that they can protect themselves and their institutions. As such can cause the potential creation of the belief or mindset of people on campuses that sexual violence is impossible to occur in academia because they believe that academia is a safe place. However, indeed, campuses are a place where sexual violence has a high potential to happen (Dianti, 2021). Considering all the issues discussed so far, preventing and addressing the problem of sexual violence after the Department of Education's Sexual Violence Prevention and Control on Campus Ordinance comes into effect is a matter of public concern. Research into institutions that prevent and address sexual violence has been examined by many scholars from many organizations, but specific examination of the issue in the context of higher education is patchy. Our research focuses on such issues, and pays particular attention to the ability of such institutions to answer all questions related to the prevention and management of sexual violence on campus.

Methodology

Our research aims to propose an institutional model for strengthening the prevention and management of sexual violence on campus. After securing an ethical clearance from Ethics Committee at our university, we planned to collect rich and detailed data from respondents' experiences, behaviors, and emotions. The data collected are intended to provide a more comprehensive picture for strengthening the role of on-campus institutions in preventing and addressing sexual violence. The data were collected by survey. The questionnaire was distributed to 175 respondents with various roles, such as students, faculty/lecturers, and administrative staff. The respondents are identified from the data provided by the university's administration. Of the 175 respondents, 100 were students, 50 were teachers, and 25 were administrative staff. All 175 respondents are from three public universities in western and eastern Indonesia. The consent forms were given to each of the respondents to make them aware of their nature of voluntary participation in our research and of their protection of their confidentiality.

As prevention of sexual violence is performed in the perspective of socio-ecological perspective, and in the perspective of the implementation of prevention through three layers of

policy (primary, secondary, and tertiary) (DeGue et al., 2014), we build our research questions based on those two ideas. The socio-ecological perspective is a participatory prevention and response to sexual violence involving participation of all four variables. The three level-strategy of policy implementation, which is divided into downstream and upstream strategy of policy implementation, involves three level of actions, those are: primary, secondary, and tertiary levels. The downstream level of prevention deals with how students and all campus community have sufficient knowledge and understanding about all-considered sexual violence, including institutions or agencies provided by campus authorities, and services provided by such institutions or agencies. Secondary level is associated by education-related program that emphasizes educating students in how to prevent sexual violence. This secondary level is what has been performed through "bystander' program". The primary level is related to upstream policy implementation of prevention. This level focuses on perpetrators instead of victims (DeGue, et.al. 2014; Iverson & Issadore, 2018). Considering all these aspects, we formulate our questionnaires to measure the knowledge and awareness of people on campuses about the existence of Institutions that are in charge of preventing and handling sexual violence on campuses, their knowledge about services that are provided by such Institutions, and suggestions to improve and strengthen the roles of such institutions in academia. The return rate of the questionnaire is high (100%). All responses were managed via descriptive statistical analysis using SPSS. To understand the management system of Institutions of prevention and handling of sexual violence, a document analysis is performed. Documents are collected from campuses' authoritative laws.

Findings

Do University Communities Understand the Existence of Institutions for the Prevention and Handling of Sexual Violence and Services They Provided?

This awareness of the problem existed before the Ministry of Education, Culture, Sports, Science and Technology's Ordinance on Prevention and Response to School Sexual Violence Facilities was enacted. After the ordinance came into force, data showed that campus communities were aware of its existence. In our survey, respondents named a range of agencies they believed were responsible for addressing sexual violence on campus. Building knowledge and awareness of individual to self-identify agency or institution on campus that is responsible for handling sexual violence incidents posits tertiary level of policy implementation that targets all levels of campus communities (Iverson & Issadore, 2018). This means that all actors in campus communities have sufficient knowledge and awareness of the existence of such task forces and their responsibilities. The awareness and knowledge of campus community to the existence of ToPH posit a fundamental attempt in prevention and respond to sexual violence in campus. Viewed from policy lens, this situation called "downstream" level of policy implementation in the prevention and response of sexual violence. In the case of campus community in our, study, it is pleasing to see that the campus community are aware of the existence of ToPH.

We also use data to show that different types and forms of institutions are relevant in preventing and managing sexual violence on campus. They are institutions separate and integrated from the structural leadership of higher education, institutions outside of academia and social media. Social media acts as an intermediary. Institutions related to the administration of the University are the Administration of the University and the Management or Representative of the Faculty. Bodies separate from university governance are the Ethics Committee, Task Force, Center for Women's Studies, and Center for Psychological Services For non-university: Legal Aid Center and General Service Center. In practice, however, 23% of the university community are unaware of the roles and functions of such institutions and whether such institutions can address sexual violence on campus. A relatively high percentage of people are not fully aware of the existence and functions of such institutions. We therefore propose that the existence of such an institution and its mission must be publicly and widely advertised.

Figure 1

Awareness of the existence of institutions to prevent and address sexual violence on campus
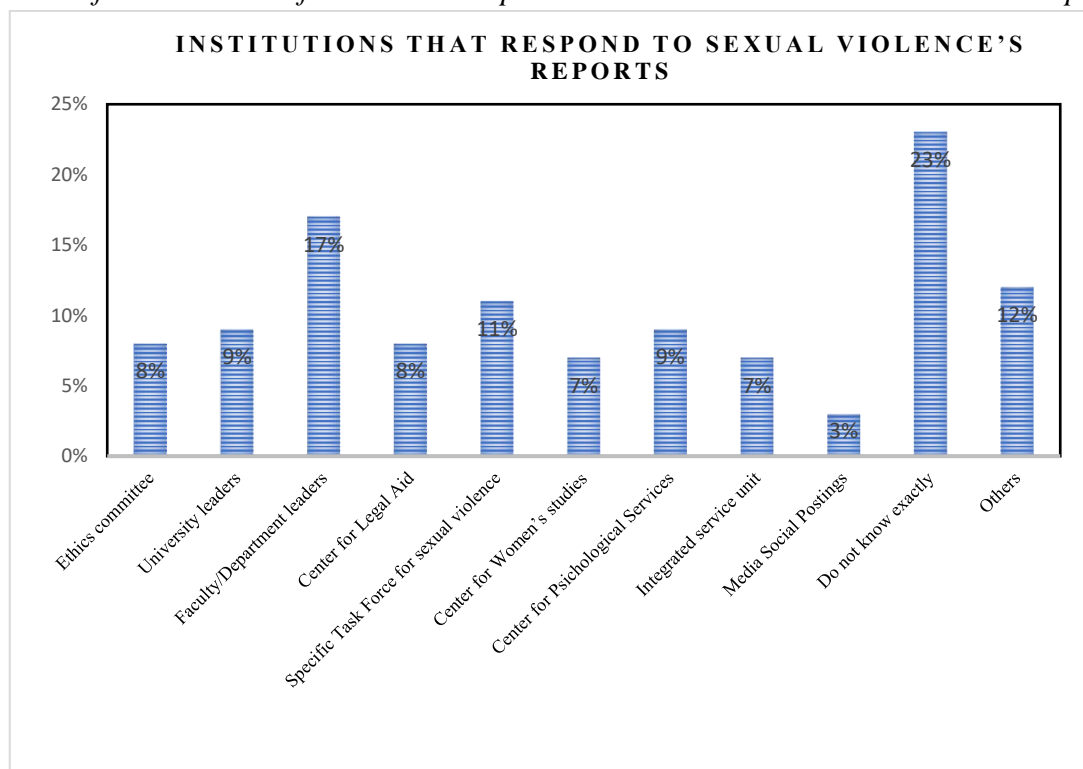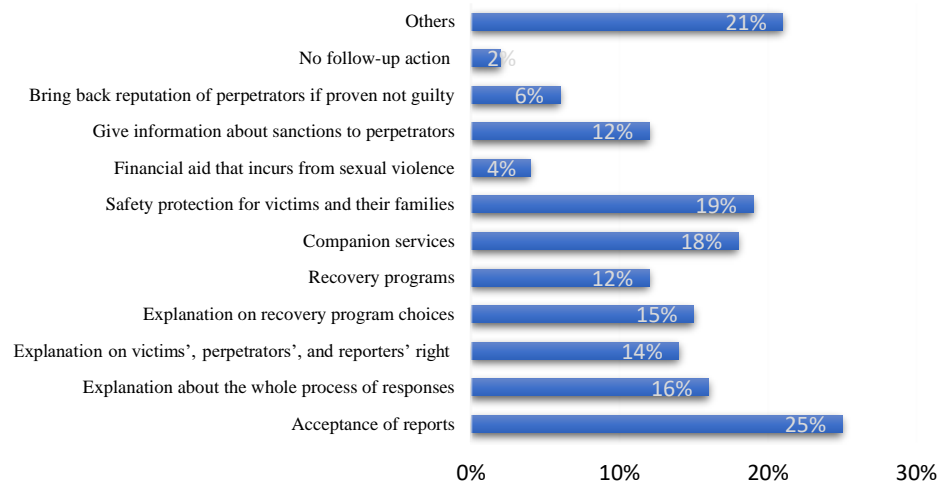

Source. Research results

Campus community knowledge of the provision of facilities to prevent and address sexual violence was also measured, and the results indicate that knowledge of specific provisions is rather low. The data as shown in figure 1 indicates that as respondents admitted, the services provided are a means of restoring the reputation of offenders if they are found not guilty. Providing information on punishment for perpetrators of sexual violence; providing financial assistance to victims; providing safety protection to victims and their families; providing escort services to victims; a description of recovery program options. It explains the rights of

perpetrators, victims, and those who report sexual assault incidents, and explains the entire process of treatment after reporting an incident.

Figure 2

Forms of services provided by ToPH service facilities on campus

Services provided by ToPH to sexual violence

Source. Research results

Currently, most higher education institutions in Indonesia have established ToPH of sexual violence under Ministerial Decree No. 30/2021. As a new institution, it is clear that working conditions should be adjusted based on the tasks entrusted to it. Good institutional management is required for such institutions to function well.

The data in figure 2 that are obtained from our study may become factors why students and other campus community do not report the sexual violence incidents. Most of them are not aware of services provided by ToPH. Literature indicates that some barriers have prevented the optimal use of services provided after the incidents of sexual violence experienced by women on campus. Example is the rarely-used Health Service on college by students who had sexual victimization. Feelings of shame, fears of being retaliated by perpetrators, guilt and embarrassment (Stoner & Cramer, 2017).

From the policy prevention lens, services provided from the Institutions of PH for interventions to sexual victimization are very much at tertiary and secondary levels, and are very much focused on women as victims. Services, such as financial aid that incurs from sexual violence, safety protection for victims and their families, companion services, recovery programs, explanation on recovery program choices, and explanation on victims', perpetrators', and reporters' rights are programs and actions that target after-incidents sexual violence. Unfortunately indeed, such services suggest the provision of education for students after the occurrence of sexual victims in the absence of education on how to prevent and avoid sexual violence on campus, for example, bystander trainings. Primary level of prevention-related policy is yet to prioritize.

Administration of ToPH of Sexual Violence

The administration of ToPH of sexual violence in Indonesian higher education institutions represents the strengthening of human resources for productive activities in the movement to prevent and address sexual violence. It includes the determination of goals, accessibility, and precise answers to service needs. Sustainability of activities to achieve defined goals. The establishment of ToPH is a manifestation of the MoCERT's regulation on sexual violence prevention and responses. Proper management of ToPH of sexual violence is expected to result in activities aimed at enabling faculty, administrative staff, and students to make significant contributions to the prevention of and response to sexual violence. Specifically, we prioritize activities from two aspects: (1) preventing sexual violence, and (2) dealing with sexual violence when it occurs. The expected outcome of these activities is the realization of a campus community free of sexual violence. Figure 3 below is the management system of ToPH of sexual violence.

Figure 3

Institutional management system of ToPH of sexual violence in higher education institutions
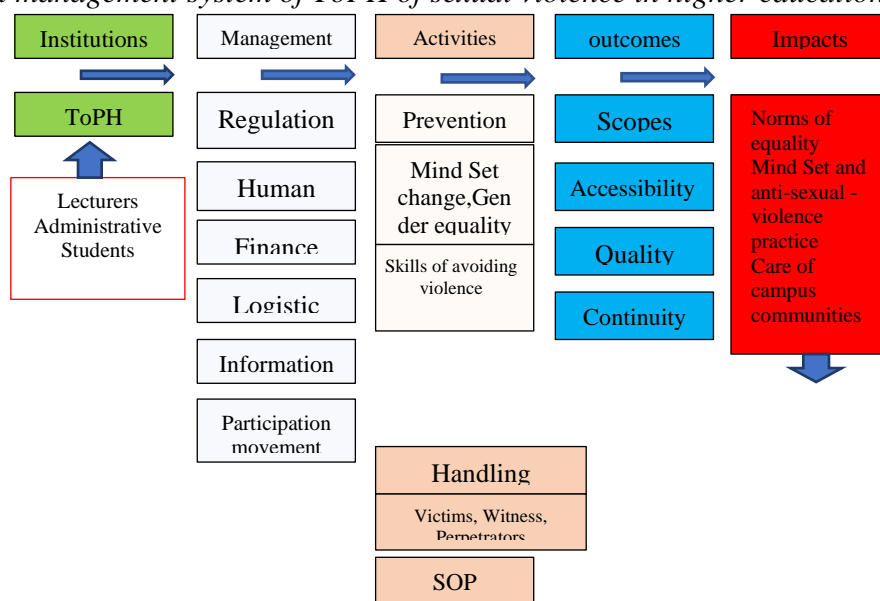
Source. Adapted for community-based prevention of the child violence model

Findings from previous studies and our study that ToPH of sexual violence institutions should improve their sexual violence prevention and response efforts to address existing gender imbalances that have been claimed to be causative factors in sexual violence. By addressing the problem of sexual violence on campus through intervention and prevention, universities can indirectly communicate messages about gender norms and race to students (Ishak, 2020). Furthermore, interventions and prevention may be able to educate society about sexual violence. Based on this knowledge, it is hoped that society can avoid the occurrence of sexual violence. However, challenges in imparting knowledge about what sexual violence is to students face issues of gender, past experience of sexual violence, age groups, and attitudes towards gender roles (Rusyidi, Bintari & Wibowo, 2019). Interventions and prevention can

also be designed for campus communities to act collaboratively to address the prevention and management of sexual violence. The key factor that concerns us most is how ToPH agencies can handle cases on the part of victims, perpetrators and witnesses. Therefore, a standard of practice (SOP) should be set up to guide the ToPH of sexual violence agency when handling cases. From a technical point of view, ToPH institutions need clear standards. For example, the Chancellor's Regulations, staff hiring procedures based on applicable regulations, procurement of adequate support facilities to facilitate task performance, measures primarily to prevent and address sexual violence, implement and ensure transparency. of operational costs for building a comprehensive information system and for all components of the campus to work together to prevent and address sexual violence.

**Development and enhancement of institutional functions of ToPH of sexual violence.** The enhancement of the functions and roles of ToPH in campuses in our study, is manifested through the inter-and intra-collaboration of networks. Based on the document analysis, the collaboration of network is influenced by the perspective of social-ecology, which advocates the involvement of four elements in responses to the sexual violence incidents in campus. The Task Force of PH of sexual violence has two main responsibilities under Ministerial Decree No. 30/2021. These tasks are prevention and response to sexual violence. For the purposes of this rule, prevention means actions/methods/processes taken by a person or group to prevent that person or group from committing sexual violence on campus. Coping, on the other hand, is the action/pathway/process for dealing with sexual violence on campus. A PH of sexual violence task force will be established at each campus in Indonesia. However, what we have learned from the Gadjah Mada University experience or case is that task forces can be formed at the faculty and working unit level to maximize its functioning and bring its services closer to the campus community. The existence of an undergraduate task force (particularly Gadjah Mada University, Political and Social Department) is reported to the Crisis Center and this working unit works directly with its ToPH of sexual violence at the Center level.

The establishment of an interdisciplinary task force, ToPH of sexual violence, will also facilitate the prevention activities carried out. The presence of faculty, administrative staff and students at this undergraduate level directly and indirectly makes it easier for people to interact with faculty and working units, which is a major problem in sexual violence prevention. Preventive measures such as development through KIE, socialization and training can be implemented by the ToPH of sexual violence Teachers Task Force in collaboration with teachers authorities. The development of ToPH sexual violence task force for all departments and units of the university must be accompanied by reinforcements through the hollowing improvement of task force members. Therefore, training and technical guidance related to sexual violence prevention processes in universities and high standards of victim services are essential. Expanding the capacity of ToPH of sexual violence Task Force members is important to ensure the maximum service provided by the PH of sexual violence Task Force. In addition to strengthening the task force's staffing capacity, strengthening the organization should give it greater autonomy, especially when making recommendations. The decision-making process and decision-making structure that the university implements to take action must be contained in the agreed SOP. Furthermore, the decisions made must be completely independent and free from interference from other parties.

Support institutions and build networks. Task Force PH services must be supported by many internal and external participants. Strong networks within a university come from structural leaders such as departments, departments, and working units. On-campus networks can also be created at student halls and human resources offices. Externally, the PH of sexual violenceTask Force may in fact also work with relevant agencies and agencies such as the police, the Integrated Unit for the Empowerment of Women and Child Protection (IUWECP), safe houses, hospitals and legal aid agencies.

Figure 4

Expanding network to enhance PH of sexual violence task force service capabilities
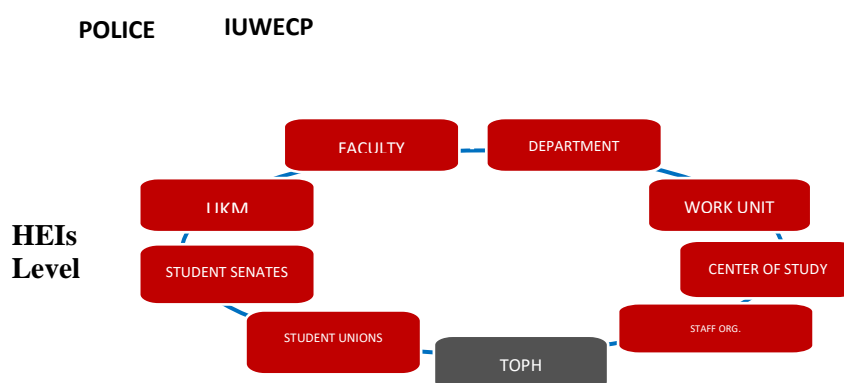
Source. Adapting from a friendly village concept to women raising children

Recognition of the need for safer, more comfortable and sexual violence-free in higher education institutions should be a strong foundation for the establishment of ToPH of sexual violence in higher education institutions. Figure 4 shows an awareness of these "values" should act as the glue to unify the connections to form the PH of sexual violence task force. To achieve this goal, the PH of sexual violence Task Force will of course need to work collaboratively with other campus communities that share the same goals. Connecting with the campus community strengthens the PH of sexual violence in achieving its goals. Externally, institutional networks on campus may work with community networks that are believed to be able to contribute significantly to efforts to prevent and address sexual violence on campus. Some of these external roles are really necessary because some problems cannot be solved by the internal campus. Legal issues arising from sexual violence on campus should be reported to the Police Department and the Child Protection Division. Health problems that may arise from sexual violence should also be treated in health facilities such as community health units and hospitals. Internal and External Networks Support Services support both sexual violence prevention and treatment services in the tertiary setting. It is expected that the prevention and response of so-called sexual violence in higher education become a general movement. A safe and comfortable atmosphere is created to support the implementation of a good educational system.

Conclusion

The prevalence of sexual violence is ubiquitous and can occur in academia. Some findings point to the existence of a strong patriarchal culture, unbalanced power. It shows that many factors related to blaming, and the victim's perception of blaming, can lead to sexual violence. This situation has persisted because the campus community does not understand sexual violence, few people report incidents of sexual violence for fear of damaging the reputation of individuals and institutions, tends to hide it. The enactment of Act No. 12 (2022) on the Crimes of Sexual Violence and Ministerial Decree No. 30 (2021) on Prevention and Control of Sexual Violence on Campus promotes joint movement on campus and improves prevention, addressing sexual violence appropriately.

Facilities for dealing with sexual violence on and off campus are available in a variety of services and partnerships. To manage and put the institutions' services to campus communities regarding sexual violence, the task force of ToPH of sexual violence in each higher education institution. The task force of PH of sexual violence is an important component in the prevention and handling of sexual violence in HEIs, which is the manifestation of the Ministry's regulation regarding the prevention and handling of sexual violence in HEIs in Indonesia, and in running its tasks, it needs strengthening and development so that it can run its task at maximum.

The management of the institutions of the prevention and handling of sexual violence in HEIs must be based on a clear regulation, for example, Rectors' regulation; is filled with capable human resources; receive support to develop information, and have ways or methods in financing its tasks, gets supports of facilities to run its tasks, and get support to develop information and has ways to move campus communities together in preventing and handling sexual violence in campuses. The strengthening of Institutions can be implemented gradually both internally and externally in HEIs.

The expected tasks that can be done are doing any efforts of prevention to be able to answer the prevailing gender inequality as a trigger of sexual violence, to improve knowledge of campus communities about sexual violence so that they can avoid the occurrence of sexual violence and most importantly it can answer as well how campus communities move together to build awareness to prevent and handle sexual violence. The task force of PH of sexual violence is also designed to handle sexual violence that occurs on campuses. Most importantly, the task force must be able to define SOPs and how the task force will interact with victims, witnesses, and perpetrators. The PH of sexual violence Task Force will publish editorial recommendations that universities can use to address this issue.

Limitation of the Study and Recommendation for Future Study

This study, although it can be made as recommendations for possible future prevention-related policy to reduce the incidents of sexual violence on campuses, it still needs further testing of whether it works or not effectively. The testing can be done in future research by exploring how this model of institutional enhancement/ strengthening may work effectively and may be used as an alternative for management of institutions or agency in charge of preventing and responding sexual violence on campuses under our studies. To obtain this goal, it would be important to conduct a qualitative study with interviews and focus group discussion as means of data collection instruments.

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