



Sexual Violence Prevention and Handling Education Services: Analysis of Student Knowledge in Higher Education

Suardi^{1*}, Shahrin Bin Hashim², Elly Hasan Sadeli³, Nursalam¹, Rahmat Nur⁴, Hasruddin Nur⁵,
Indah Ainun Mutiara¹, Herdianty Ramlan¹

¹Universitas Muhammadiyah Makassar, Indonesia

²Universiti Teknologi Malaysia, Malaysia

³Universitas Muhammadiyah Purwokerto, Indonesia

⁴Universitas Lambung Mangkurat, Indonesia

⁵Universitas Sawerigading, Indonesia

*Corresponding Author, Email: suardi@unismuh.ac.id

Abstract

The problem of sexual violence against students is an important problem in education as a human resource in the future. The aim of this research is to analyze sexual violence prevention and handling services (PPKS) as a means of preventing sexual violence as a human resource. Research on sexual violence prevention and treatment services uses mixed methods concurrent embedded, namely a combination of quantitative and qualitative research with different weights. A questionnaire in the form of a Google form was the instrument used to collect quantitative data, while for qualitative data using interview instruments, document data and observation instruments. The research respondents were 114 respondents consisting of men and women from various study programs and semester levels I-VIII, while the research informants were the sexual violence prevention and handling task force team (PPKS) consisting of lecturers and students. Quantitative data analysis uses descriptive analysis by presenting it through the verification stage, tabulation stage and percentage stage of questionnaire data, while quantitative data uses data condensation, data tabulation and withdrawal. The results of the research show that students have seen, heard/known about and experienced sexual violence in the campus environment and do not know much about Sexual Violence Prevention and Handling (PPKS) services, so there is still a need for a lot of socialization activities via social media and student friendships to protect students from sexual violence as a human resource in Indonesia in the future.

Keywords: *Education Services, Human Capital Development, Knowledge, Sexual Violence.*

INTRODUCTION

The problem of sexual violence against students is an important problem in education as a human resource in the future. Sexual violence is a global problem according to the World Health Organization (Abrahams et al., 2014), one of them is in Indonesia (Aprilianda et al., 2022). The violence experienced by students is in the form of verbal and physical violence (Shahen, 2021; Yosep et al., 2023). which can occur not only in domestic areas but also in public areas such as universities (Jouriles et al., 2018) (McMahon et al., 2021), student living environment (Mapayi et al., 2022) or at school by someone known to the student who is the victim (Fairchild & Rudman, 2008); (Fairchild & Rudman, 2008).

In Indonesia, sexual violence is a dominant reality that often occurs in society, but perpetrators rarely report it to the authorities (Lundgren & Amin, 2015) (Chisholm et al., 2017). even though there has been

news in the mass media about sexual harassment against students at several universities in Indonesia (Rusyidi et al., 2019), This shows that the campus has become an unsafe place, especially for women who are also human resources in the future who should be protected.

Various research results show that the victims of sexual violence are women and the perpetrators are men, such as sexual violence against wives (Khalifeh et al., 2016), sexual violence against female students (Mulla et al., 2020) (Mekonnen & Wubneh, 2022); (Mekonnen et al., 2022), sexual violence against women with disabilities (Mailhot Amborski et al., 2022), sexual violence against adolescent girls (Mailhot Amborski et al., 2022) (Espelage et al., 2022) (Ellsberg et al., 2018), sexual violence against girls (Bjørnseth & Szabo, 2018) (Aprilianda et al., 2022), sexual violence against female boyfriends (De La Rue et al., 2014) (Rodenhizer & Edwards, 2019), sexual



violence against teenage girls (Lundgren & Amin, 2015); (Finnie et al., 2022), sexual violence against white female students (Linder et al., 2020) and sexual violence against adult women (Fairchild & Rudman, 2008); (Chisholm et al., 2017). All of them have a negative impact on the victim (Walsh et al., 2012) such as creating long trauma for the victim (Ulloa et al., 2016) as well as the victim's family (Koss et al., 2003), children, friends and community (Nobels et al., 2020). So sexual violence not only has a negative impact on the physical but also on the psychological and family of the victim (Koss et al., 2003); (Nobels et al., 2020); (Yosep et al., 2023), other impacts can disrupt the victim's academic achievement such as dropping out (Rusyidi et al., 2019). Victims of sexual violence will feel afraid, anxious, uncomfortable, embarrassed, intimidated and traumatized (Fairchild & Rudman, 2008); (Ghidei et al., 2022) or can even blame themselves so that it can hinder the socialization process in their environment. Furthermore, the development of quality human resources is hampered due to the problem of sexual violence.

Even though it has many negative impacts, victims rarely reveal the incidents that happened to them or seek solutions to their problems (Rumble et al., 2020), such as not reporting them to the authorities (Mekonnen & Wubneh, 2022) or seeking help from close friends or family (Wright et al., 2022). However, it must be understood that victims of sexual violence really need help and protection (Silveira et al., 2022), so that sexual violence is a case that must be anticipated so that it does not occur and can reduce the negative impacts if cases of violence occur (Yosep et al., 2023) which making the victim the focal point (De Schrijver et al., 2022); (De Schrijver et al., 2018).

Various research results show that sexual violence predominantly occurs in loci that are considered 'safe' such as schools (Mulla et al., 2020); (De La Rue et al., 2014), as well as in higher education (Linder et al., 2020); (Crocker et al., 2020); (McMahon et al., 2021); (Jouriles et al., 2018), which is also predominantly carried out by known people such as friends (Fineran, 2002), although some of it is carried out in public areas (Rusyidi et al., 2019).

In summary, the state of the art of research on sexual violence has been studied by several researchers, such as research on violence that occurs in the school environment, including sexual violence in

schools (Fineran, 2002), sexual violence among high school students (Mulla et al., 2020), School-Based Interventions to Reduce Sexual Violence (De La Rue et al., 2014), Sexual Harassment between Same-Sex Peers in Schools (Fineran, 2002). Especially in the campus environment, such as research on Knowledge of Sexual Harassment among Students (Gurung et al., 2016), Disclosure of Sexual Violence (Sears-Greer et al., 2022), Psychology Students' Beliefs About Sexual Violence (Silveira et al., 2022), so there have been many efforts to overcome sexual violence such as efforts through Bystander Intervention (McMahon, 2015); (Jouriles et al., 2018); (Mainwaring et al., 2022), Interruption (Crocker et al., 2020), Popular Approaches (Lee et al., 2022), Comprehensive Prevention (McMahon et al., 2021), 'Cold' approach (Hebenton, 2011), Policy Approach (Lippy & DeGue, 2016), bystander education (Banyard et al., 2007), bystander interventions (McMahon & Banyard, 2012), Co-Location Models (Rizo et al., 2022), Creating ecological models (Banyard, 2011), Remote Counseling Delivery (Leroux et al., 2022) and School-Based Interventions (De La Rue et al., 2014). However, no one has attempted to carry out an analysis regarding students' knowledge of educational services for preventing and handling sexual violence (PPKS) in tertiary institutions, so this research is novel and very important to research.

Based on the research problem, it is very important to explain the results of this research in order to provide students with knowledge about educational services for the prevention and handling of sexual violence (PPKS) at universities in Indonesia as students in their education to avoid sexual violence at the tertiary education level.

METHODS

Research on sexual violence prevention and treatment services uses mixed methods concurrent embedded, namely a combination of quantitative and qualitative research with a dominant quantitative weight carried out at the same time (Creswell, 2014); (Creswell & Creswell, 2018). The research location was at three Indonesian universities which was carried out for 1 year. A questionnaire in the form of a Google form was the instrument used to collect quantitative data, while for qualitative data using interview instruments, document data and observation



instruments. The research respondents were 114 respondents consisting of men and women from various study programs and semester levels I-VIII, while the research informants were the sexual violence prevention and handling task force team (PPKS) consisting of lecturers and students. Quantitative data analysis uses descriptive analysis by presenting it through the verification stage, tabulation stage and percentage stage of questionnaire data, while

quantitative data uses data condensation, data tabulation and conclusion drawing.

RESULTS AND DISCUSSION

Presenting data based on the right type of research. Presentation of data can be in the form of narrative, table, or an appropriate picture. Then the data is analyzed by comparing the concepts, theories, or results of previous research.

Students' knowledge of sexual violence in higher education

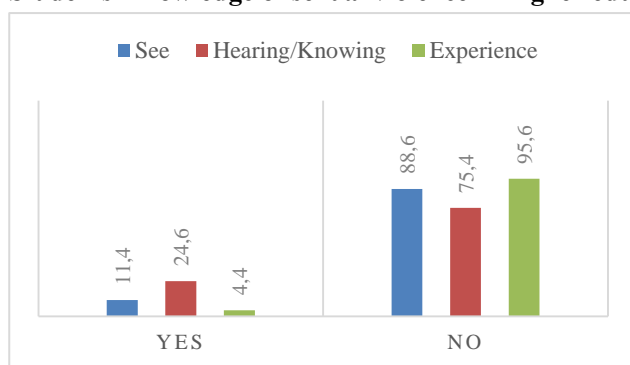


Figure 1. Students' knowledge of sexual violence

Based on Figure 1. Regarding students' knowledge regarding sexual violence that occurs on campus, based on indicators of having seen, known or heard and experienced from 114 responses consisting of men and women from various student study programs who have seen sexual violence on campus. Only 11.4% of 114 respondents, 24.6% had heard or knew about sexual violence on campus and 4.4% of students had experienced sexual violence on campus. Even though

the data is quantitatively still in the low category, in terms of quality, cases of sexual violence against students still occur on campus.

Knowledge about sexual violence based on gender

The relationship between gender and knowledge about sexual violence in the aspects of seeing, hearing and experiencing sexual violence can be seen in table 1 below:

Correlations				
	X	Y ₁	Y ₂	Y ₃
X Pearson Correlation	1	-.162	.090	.172
Sig. (2-tailed)		.086	.343	.067
N	114	114	114	114
Y ₁ Pearson Correlation	-.162	1	.276*	.122
Sig. (2-tailed)	.086		.003	.195
N	114	114	114	114
Y ₂ Pearson Correlation	.090	.276*	1	-.129
Sig. (2-tailed)	.343	.003		.173
N	114	114	114	114
Y ₃ Pearson Correlation	.172	.122	-.129	1
Sig. (2-tailed)	.067	.195	.173	
N	114	114	114	114

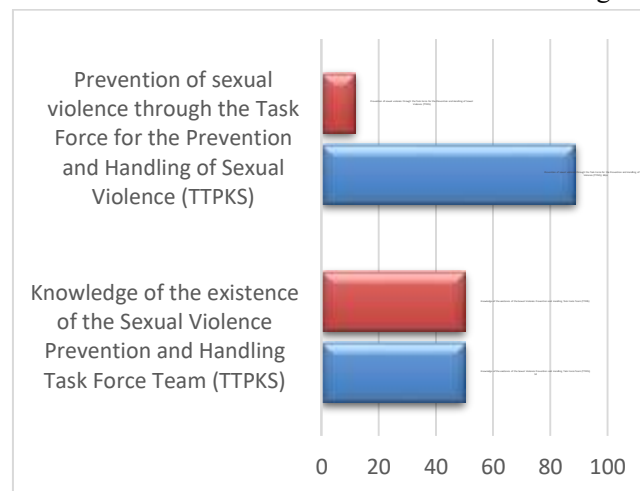
**. Correlation is significant at the 0.01 level (2-tailed).



The level of relationship between gender and knowledge about sexual violence in the aspects of seeing, hearing and experiencing sexual violence is generally not significant because there are no variables that have a sig value > 0.05 , such as the seeing variable having a significant value of 0.86 which is higher than sig 0.05, the hearing variable / knowing has a significant value of 0.34, higher than sig 0.05 and the variable experiencing has a significant value of 0.06,

higher than sig 0.05. However, the highest level of gender correlation among the seeing, hearing/knowing and experiencing variables is the experiencing variable which reaches the low correlation category compared to the seeing and hearing variables which are only in the no correlation category.

Students' knowledge of the existence of Sexual Violence Prevention and Handling Services (PPKS)



Based on figure 2. Students' knowledge of the existence of Sexual Violence Prevention and Handling Services (PPKS)

Student knowledge related to the existence of the Prevention and Handling of Sexual Violence (PPKS) education service from 114 responses consisting of men and women from various study programs. 50% of the 114 respondents were aware of the existence of the Prevention and Handling of Sexual Violence (PPKS) education service and the other 50% were not aware of the existence of the Prevention and Handling of Sexual Violence (PPKS) service. This data shows the need for Sexual Violence Prevention and Handling (PPKS) services to carry out outreach related to the existence of Sexual Violence Prevention and Handling (PPKS) services on campus. This is important to do because of the 114 respondents there are 88.6% who believe that the existence of the Prevention and Handling of Sexual

Violence (PPKS) education service can prevent sexual violence from occurring against students, although there are still 11.4% of respondents who are not yet sure about the existence of the Prevention and Handling of Sexual Violence service. (PPKS).

Knowledge about Sexual Violence Prevention and Handling Education Services (PPKS) based on gender

The relationship between gender and knowledge about the existence of Sexual Violence Prevention and Handling educational services (PPKS) and students' beliefs about Sexual Violence Prevention and Handling educational services (PPKS) can prevent sexual violence against students, can be seen in table 2 below:

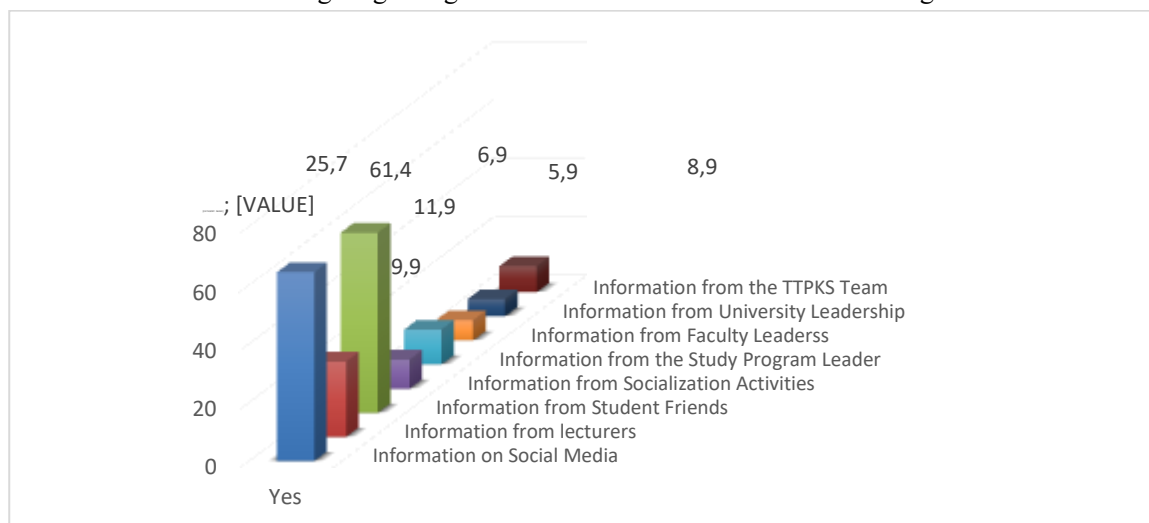


		Correlations		
		X	Y ₁	Y ₂
X	Pearson Correlation	1	.172	.082
	Sig. (2-tailed)		.067	.384
	N	114	114	114
Y ₁	Pearson Correlation	.172	1	.138
	Sig. (2-tailed)	.067		.143
	N	114	114	114
Y ₂	Pearson Correlation	.082	.138	1
	Sig. (2-tailed)	.384	.143	
	N	114	114	114

Based on table 2, the level of relationship between gender and knowledge about the existence of PPKS education services is generally not significant because there are no variables that have a sig value > 0.05, such as the variable Knowledge of the existence of education services which has a significant value of 0.6, higher than sig 0.05, the variable Prevention Sexual violence through educational services has a significant

value of 0.38, higher than sig 0.05. However, the highest level of gender correlation between the two variables is the variable Knowledge of educational services which reaches the low correlation category compared to the variable Prevention of sexual violence through educational services which is only in the no correlation category.

Sources of student knowledge regarding Sexual Violence Prevention and Handling Education Services (PPKS)



Based on Figure 3. Regarding sources of student knowledge regarding the Prevention and Handling of Sexual Violence (PPKS) educational services from 114 responses consisting of men and women from various study programs. Students who knew about the existence of the Prevention and Handling of Sexual Violence (PPKS) educational services were obtained from various sources, namely information from social media as much as 64.4%, information from lecturers 25.7%, information from fellow students 61.4%, information from socialization activities 9.9%,

information from study program leaders 11.9%, information from faculty leaders 6.9, information from university leaders 5.6% and information from the PPKS team as much as 8.9%. Based on these data, the most dominant source of information about the Prevention and Handling of Sexual Violence (PPKS) education services was obtained by students from information from social media and information from fellow students. This shows the importance of social media and student friendships as a medium for



socializing the existence of educational services for the Prevention and Handling of Sexual Violence (PPKS).

Knowledge about Sexual Violence in Higher Education

Knowledge about sexual violence is needed for the development of policies or procedures for handling sexual violence (Oswalt et al., 2018), and forming behavior to reject sexual violence (Rakhmawati et al., 2022), even reducing the effects of sexual violence (Yosep et al., 2023), so specific knowledge about sexual violence is very important (Crivatu et al., 2023). Only 11.4% of the 114 respondents had seen sexual violence on campus, 24.6% had heard or known about sexual violence on campus and 4.4% of students had experienced sexual violence on campus. Even though the data is quantitatively still in the low category, in terms of quality, cases of sexual violence against students still occur in the campus environment. The highest level of gender correlation between the variables seeing, hearing/known and experiencing is the experiencing variable which reaches the low correlation category compared to with the seeing and hearing variables which are only in the no correlation category. Knowledge about sexual violence apart from being seen and heard can also be gained from the experiences of students, although knowledge about sexual violence is still very limited (Aroustamian, 2020), so that the potential for sexual violence and promiscuous sexual behavior has the potential to occur among students (Pitre & Lingam, 2022). Furthermore, society can consider sexual violence as something normal if they have limited knowledge about sexual violence (Rakhmawati et al., 2022), although knowledge about sexual violence for some countries such as Ethiopia, knowledge about sexual violence for women is a shameful thing (Mat, 2016). However, in Indonesia, knowledge about sexual violence is very important for every student.

Students' knowledge of the existence of Sexual Violence Prevention and Handling Education Services (PPKS)

Although there are still many students who do not know about the existence of the Prevention and Handling of Sexual Violence (PPKS) service, namely 50% of the 114 respondents. This data shows the need for Sexual Violence Prevention and Handling (PPKS) education services to carry out outreach related to the existence of Sexual Violence Prevention and Handling

(PPKS) education services on campus. This is important to do because of the 114 respondents there are 88.6% who believe that the existence of the Prevention and Handling of Sexual Violence (PPKS) education service can prevent sexual violence from occurring against students, although there are still 11.4% of respondents who are not yet sure about the existence of the Education Service for Prevention and Handling of Violence. Sexual (PPKS). The highest level of gender correlation between the two variables is the variable knowledge of educational services which reaches the low correlation category compared to the variable Prevention of sexual violence through educational services which is only in the no correlation category.

The sexual violence prevention and control education service (PPKS) carries out various prevention programs such as outreach activities. Socialization of the existence of PPKS education services, with the aim of making educational institutions safe from sexual violence for the entire higher education community (Pole et al., 2023). Socialization of the existence of PPKS education services aims to create educational institutions that are safe from sexual violence for the entire higher education academic community (Pole et al., 2023). Study (Pole et al., 2023) There needs to be facilities and infrastructure in the aspects of assistance and advocacy for victims of sexual violence, such as PPKS education services that have professionalism, namely sensitivity towards students who experience sexual violence (Torres et al., 2022) and is the main component in intervening to prevent sexual violence (García-Cuellar et al., 2023). In the UK there are many professionals working to prevent sexual violence both from the legal sector and as volunteers (Chouliara et al., 2009) or non-governmental organizations (Nieder et al., 2022).

Source of student knowledge regarding the existence of educational services for preventing and handling sexual violence (PPKS)

The most dominant source of information about educational services for the Prevention and Handling of Sexual Violence (PPKS) is obtained by students from information from social media and information from fellow students. This shows the importance of social media and student friendships as a medium for socializing educational services for the Prevention and



Handling of Sexual Violence (PPKS), compared to sources of information from lecturers, information from socialization activities, information from study program leaders, faculties, universities and even from PPKS education services themselves.

CONCLUSION

Students have seen, heard/known about and experienced sexual violence, even though it is still in the low category, cases against students still occur on campus. Students don't know much about the Prevention and Handling of Sexual Violence (PPKS) educational services, so there is still a need for a lot of outreach activities through social media and student friendships.

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