

Involving Students in the Prevention and Handling of Sexual Violence in Universities

(Study of the Effectiveness of Sexual Violence Regulation in Lampung Universities)

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Abstract

This article aims to answer about the role and obstacles faced by students in preventing and handling sexual violence in universities in Lampung. By using qualitative methods and a philosophical approach and cultural approach, it is known that Article 24 paragraph 3 and Article 27 (Permendikbud Number 30 of 2021 stipulates strict rules governing student participation in the prevention and handling of sexual violence (PPKS) in public universities. In religious universities, the involvement of students in the prevention and handling of sexual violence is regulated in the Decree of the Director General of Pendis Number 1143 of 2024 concerning PPKS Technical Guidelines at PT KI, chapter III letter B. Based on the interview techniques carried out, it is known about the obstacles faced in mainstreaming the role of students in PPKS. The implementation of student involvement in preventing and handling sexual violence in higher education is still limited to the process and mechanism of socialization and education. This means that legal awareness of the role mandated by legal regulations is only at the level of growing knowledge. On the other hand, university facilities and infrastructure also contribute to reducing the role of students in PPKS So that universities must continue to strive to optimize student involvement in various programs that support the mechanism for preventing and handling sexual violence and continue to fight for the presence of PPKS facilities and infrastructure to realize a college without sexual violence.

Keywords: Role of Students, Sexual Violence, Higher Education



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INTRODUCTION

Sexual violence can happen anywhere (Franciscus Xaverius Wartoyo & Yuni Priskila Ginting, 2023) including in universities. Based on Komnas Perempuan's data in 2023, there were 289,111 cases of sexual violence in the public domain, although this figure dropped from 55,920 cases in 2022. A survey conducted by the Ministry of Education and Culture in July 2023 found 65 cases of sexual violence, which shows that sexual violence still often occurs in universities, with the majority of victims being women, (CATAHU, 2023) This is influenced by the unequal power relations between men and women, including sexual violence in the university environment (Penone & Spaccatini, 2019) (Saputra et al., 2022). Based on the Higher

Education Law Number 12 of 2012, universities are obliged to create an environment free from sexual violence, as part of their responsibility in shaping a civilized and dignified generation.

As a strategic step, Islamic religious universities formulated regulations for handling sexual violence, namely the Decree of the Director General of Religious Affairs of the Ministry of Religion Number 5494 of 2019 which was later followed by the Regulation of the Minister of Education and Culture Number 30 of 2021 for public universities. However, over time, the Decree of the Director General of Religious Education of the Ministry of Religion Number 5494 of 2019 was substantially changed. In 2024 the ministry of religion issued Decree of the Director General of Religious Education Number 1143 of 2024 concerning technical guidelines for preventing and handling sexual violence. Normatively, the regulation is intended for all university academicians including students.

Students in higher education have been understood as part of the organs in education, their involvement has a role in realizing social change (Utami & Najicha, 2022). Socially, students are also considered as parties who play a role in inspiring change (Utami & Najicha, 2022) but not a few students are also victims of sexual violence (Sylvani & Tan, 2022). Some of the causes are due to a lack of knowledge about sexual violence (Widiantini, 2021) and the lack of understanding regarding the existence of regulations against sexual violence (Umami et al., 2023). In addition, the complaint mechanism that must be carried out if students see and experience sexual violence is a factor in why victims of sexual violence are dominated by students (Andina, 2021) especially female students (Rusyidi et al., 2019) (Paradias & Soponyono, 2022). Therefore, it is important for the government to provide space for student involvement as agents of change to realize non-violent universities.

Ahmad Fikri Oslami, who emphasized the basic concept of prevention that must pay attention to the interests of victims as Permendikbud Number 30 of 2021 mandates this (Oslami, 2021). The dynamics of the implementation of policies to prevent and handle sexual violence have also become a study that has been widely discussed after its enactment, as conducted by As'adurrifki et al (Rifqi & Navisa, Fitria Dewi, 2021), Bagas Riri Pangestu who looked at the effectiveness of preventing and handling sexual violence on campus (Pangestu et al., 2022) and research on the socialization of regulations as a step to prevent and handle sexual violence was also conducted by Siti Rohiman (Rohima et al., 2023), Ana Veronica and Nurfatimah (Pont & Nurfatimah, 2022) and research conducted by Yufi Tania Kusuma (Kusuma, 2023). In the research that the researcher will do, it still focuses on efforts to prevent and handle sexual violence, but the analysis carried out focuses on involving the role of students whose existence is not widely known, which not only looks at policies in general universities as stipulated in Permendikbud Number 30 of 2021 but also looks at policies regulated for religious universities as stipulated in the Minister of Religion Regulation which is derived in the Decree of the Director General of Religious Affairs Number 1143 of 2024.

This research focuses on the prevention and response to sexual violence in higher education and is expected to help educational institutions strengthen their efforts to prevent and advocate for sexual violence involving students. Therefore, this research aims to answer the questions of how existing regulations have regulated student involvement and, how students do

nothing to prevent and handle sexual violence, and how regulations regulate student actions to prevent and handle.

RESEARCH METHODS

The research method used in exploring student involvement in the process of preventing and handling sexual violence in higher education is a qualitative method that will look in depth at practical legal development by looking at the existence of laws governing the role of students and the obstacles faced in realizing the role as mandated by legal regulations. The qualitative method was chosen to clearly describe the roles of students that are normatively mentioned in the legal regulations enacted in general universities and religious universities in Lampung.

The data sources in this study come from primary and secondary data sources. Primary data sources are students from three universities in Lampung whose names do not want to be mentioned in the results of interviews and filling out questionnaires. Secondary data sources that are used as primary materials in writing this article are Permendikbud Number 30 of 2021 concerning Prevention and Handling of Sexual Violence for Public Universities and Minister of Religion Regulation Number 73 of 2022 and its derivatives in KMA Number 83 of 2023 and Director General Decree Number 1143 of 2024 for Religious Universities. The existing data sources were collected by using interview techniques with students to explore the knowledge and experiences of students, which then strengthened the data collection by using a questionnaire that researchers distributed to 60 students at three universities in Lampung. The overall data that researchers have obtained is then analyzed inductively to find a solution framework for strengthening the role of students as one of the parties that plays a role in the realization of sexual violence-free universities mandated in the indicators of gender-responsive universities (PTRG).

RESULTS AND DISCUSSION

Sexual Violence in Education

From a sociological and ideological perspective, violence in everyday life often occurs outside the domestic sector, such as in the context of family and household. In addition, violence is increasing in the public sphere, including in the workplace and educational institutions (Ningtyas, 2021). Data from the Annual Record of the National Commission on Violence Against Women (catahu 2020) recorded 8,234 cases of violence in the domestic sector, where violence against wives (KTI) was the most dominant with 3,221 cases (49%). Meanwhile, there were 1,731 cases of violence against women in the public sphere (catahu 2020). Sexual violence was the most common form of violence, with a total of 962 cases (55%) which included sexual abuse (166 cases), rape (229 cases), and other sexual harassment (CATAHU, 2023). In the same year, the Komnas Perempuan report revealed that universities recorded the highest number of sexual violence cases compared to other levels of education (Elindawati, 2021) in higher education, complaints related to sexual violence reached 27%, followed by complaints in Islamic boarding schools or Islamic education institutions with 19%, and in SMK / SMA with 15% (Perempuan, 2021).

According to reports from Tirto.id, The Jakarta Post, and Vice Indonesia, sexual violence experienced by students in schools often occurs with various methods. For example, in thesis

guidance sessions, students are victims of sexual violence both physically and psychologically, and they are often taken out of town with the excuse of improving academic achievement. This happens because of the inequality of power relations, where academic authorities view students as weak before teachers (Nikmatullah, 2020). A survey conducted by Lentera Sintas Indonesia and Magdalene.co through Change.org showed that 93% of victims of sexual violence did not report the incident to the authorities. Despite the threat of sexual violence, universities still function as places of learning. Based on survivor testimonies quoted by Tirto.id, perpetrators of sexual violence on campus include various parties, including lecturers, other students, campus staff, professors, and people in special education environments (Sangalang, 2022)(Separen, 2023).

Although the rate of sexual violence is the highest compared to other educational institutions, the awareness of students to speak out against sexual violence is still low (Humaedi et al., 2020)(Widiantini, 2021)(Wahyu Prianto, 2022). This is as Kurniawan found in 2016 as cited by Rismawanti (Rismawanti, 2021). Various forms of crime are around society, but most of society tolerates it in the form of normalization, including sexual violence. Sexual violence has become an epidemic in higher education, one of which is influenced by a culture of silence as if normalizing sexual violence (Perilloux et al., 2014)(Bondestam & Lundqvist, 2020).

Power relations as proposed by Michel Foucault (Siregar, 2021)(Afandi, 2011) as a mode that causes sexual violence whose patterns are increasingly complex (Angga & Kelen, 2023). As sexual violence committed by educators or teachers against female students (Fahriansyah & Hermansyah, 2019)(Intan, 2022), lecturers against female students(Scientific & Education, 2022)(Pusdikawati & Jamaludin, 2023), ustad or boarding school caregiver towards female students (Nursiti, 2020)(Pebriaisyah et al., 2022), and superiors in the workplace towards employees (Palit, 2021)(Ginting & Wartoyo, 2023). All of these realities of sexual violence occur because of power.

From a sociological point of view, the imbalance of bargaining positions in the status of roles and positions causes women to experience violence. The social structure of society becomes the entry point for the growth of these conditions and mechanisms. The deep-rooted culture of society becomes habits and customary laws that are born in social interactions (Sumintak & Idi, 2022). The rooted imbalance of the roles of men and women results in the birth of violence, patriarchal culture as a dominant and exploitative structural component. The patriarchal culture as a dominant and exploitative structural component is the trigger and this affects both physically and mentally (Suprema et al., 2022).

Formation of Sexual Violence Law as a Form of Developing Practical Law

The challenges faced by civil society in promoting democratic norms and human rights, as discussed by Nirmala (2023), indicate that a robust civil society can play a crucial role in addressing issues like document forgery by pushing for legal reforms and greater accountability within the legal systems of ASEAN countries.

Human activities related to the existence and implementation of law in society are called legal development. Forming, implementing, applying, discovering, researching, and studying and teaching the applicable law are part of this development activity. According to

Meuwissen, theoretical and practical legal development is different (B. Arief Sidharta, 2016)(B. Arief Sidharta, n.d.).

The struggle to apply the law in everyday life is known as the practical legal struggle. Theoretical legal development is about gaining intellectual mastery over the law as well as an understanding of the law scientifically through a systematic, logical and rational methodology. On the other hand, practical legal development includes legal formation, discovery, and assistance (B. Arief Sidharta, n.d.).

Furthermore, it is explained about five arguments in the philosophy of law, all five of which will describe the forms of legal development, the five arguments are (B. Arief Sidharta, n.d.):

- a. Philosophy of law is philosophy because it will consider every important and minor issue relating to legal phenomena.
- b. The abstraction of reflection on legal phenomena, which includes legal science, legal theory, and legal philosophy; the highest stage of legal science includes all kinds of legal theory and practice.
- c. In real life, there are three elements that make up law enforcement: law formation, law discovery, and legal aid.
- d. The most important theme in legal philosophy is the relationship between law and ethics; this involves a long debate between the school of natural law and the school of legal positivism. Therefore, since law is a moment of ethics, law and ethics will formulate criteria for the assessment of human behavior from different perspectives.
- e. Philosophy of law is the comprehensive study of law and its reality, where legal reality must be seen as the implementation of legal ideas or principles....

Philosophy is a systematic reflection on the foundations of reality. They explore the principles that are the foundation or basis of reality in order to understand it. Therefore, philosophy can also be defined as the consideration of various types of issues and problems. The first opinion stating that the philosophy of law is philosophy is the thought of this philosophy, which states that philosophy will consider every important and unimportant issue related to legal symptoms (B. Arief Sidharta, n.d.). The first argument is actually very relevant in looking at the problem of sexual violence that occurs in general and occurs in universities, because by using this philosophical approach, urgency and harmony will be found between the values and interests of society for protection against all forms of violence, including sexual violence, whose numbers are increasing.

In the second proposition, which focuses on the theoretical understanding of legal phenomena, it is mentioned that there are three types of research: legal science, legal theory, and legal philosophy. The science of law is also important to understand before getting to the level of understanding legal theory and legal philosophy.

At a higher level of legal science, legal theory will study the subjects and methods of various types of legal science. Legal theory is also seen as the philosophy of law, and studies the meaning and structure of law formation and legal discovery as the third basis. Legal theory is different from legal philosophy because legal philosophy is the study of law (B. Arief Sidharta, n.d.).

In terms of the formulation of laws on sexual violence, the third proposition is closely related to the analysis of thinking about the act of law-making because it sees the development of laws as an attempt to create new laws, perhaps by adding to or changing existing rules. In legal scholarship, sexual violence is defined as a form of crime when a person forcibly degrades, humiliates, assaults, or commits other acts against their bodies, sexual desires, or reproductive functions, against their will and causing them to be unable to consent freely due to inequalities in power and gender relations (Manuputty, 2023)(Pristiwanti & Hariyanto, 2023).

The act of degrading, insulting and attacking the body through sexual desire in legal theory is considered to have suppressed and deprived individual human rights. The perspectives of *Locke* and *JJ Rousseau* strongly oppose these actions, because *Locke* and *Rousseau* are the originators of legal theory in the context of individual protection, therefore every rule formed must be based on the will and ethical will of individuals to live regularly in the state political system (Loque, 2022). So that the law will show its function as an order to protect common interests derived from a collection of personal interests which *John Lock* called natural rights. Each individual has the freedom and primacy of ratios that can be seized by the state. in the process of law formation, *Locke* argues that each individual has the right to determine the color and content of a rule of law, this right is primary (Randall, 2022). This means that when looking at the opinions of *Locke* and *Rousseau*, the voices of victims of sexual violence are decisive in formulating rules for preventing and overcoming sexual violence. Because individual victims feel directly the impact of the deprivation of rights.

It is emphasized that the presence of the rule of law as a product of legal formation from the implementation of practical law is not an instant process, but through a process of reflection on individual rights which then become common interests to be protected by the state. When associated with the existence of the Regulation of the Minister of Education and Culture of Higher Education Research and Technology (Permen Dikbud Ristek Dikti) Number 30 of 2021 and Regulation of the Minister of Religion Number 73 of 2022 as well as its derivatives in KMA Number 83 of 2023 and Director General Decree Number 1143 of 2024, all of them illustrate the form of practical legal development whose presence is realized in legal formation. The birth of regulations aimed at providing legal protection for the general public and providing legal certainty for victims of sexual violence is part of legal work that sociologically accommodates the voices of victims and the voices of society.

Student Involvement in Ministerial Regulation Number 30 of 2021 concerning Prevention and Handling of Sexual Violence in Higher Education

In September 2021, the Minister of Education and Culture of Higher Education Research and Technology (Kemendikbud Ristek Dikti) issued the Minister of Education and Culture of Higher Education Research and Technology Regulation Number 30 of 2021 concerning the prevention and control of sexual violence in higher education (Rustina et al., 2022). The establishment and implementation of Permen Dikbud Ristek Dikti Number 30 of 2021 is actually not only desirable as an effort to deal with the perpetrators, but its existence is expected to be able to provide legal certainty for victims and pay attention to the rights of victims, therefore supervision of the implementation of the Permendikbud in higher education is not only emphasized on punishing the perpetrators. In the end, philosophically, Permendikbud

Number 30 of 2021 as a form of legal regulation is able to realize its function properly as a *tool of social control* and a *tool of social engineering*.

In the perspective of legal politics, the existence of Permendikbud Number 30 of 2021 is described as criminal politics which aims to protect society and provide public welfare as described by Marc *Ansel* quoted by Barda Nawawie (Arief, 2018). In order to realize the protection and welfare of society, the implementation of law requires the right methods and mechanisms because criminal politics often faces various obstacles, which have the potential not to protect victims.

Article 19 of Permen Dikbud Ristek Dikti number 30 of 2021 facultatively emphasizes the obligation of universities to prevent and handle sexual violence, and emphasizes urgent administrative sanctions, including the termination of financial assistance and facilities and the decline in university accreditation (Putratama et al., 2021). Therefore, the implementation of this ministerial regulation is an important task that must be carried out immediately by universities.

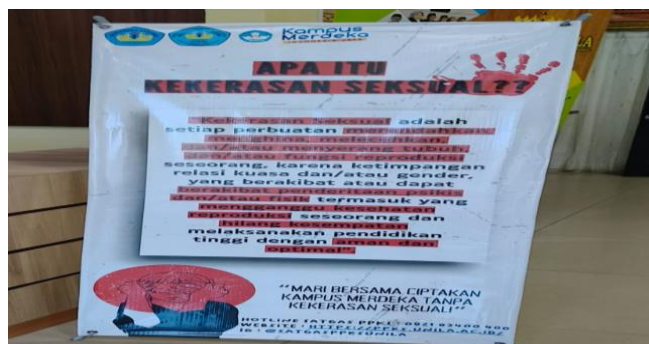
Looking at student involvement in Permendikbud Ristek Dikti Number 30 of 2021 in the third section on the prevention of sexual violence by students is described in article 8 to article 9 of this regulation which narratively states that students have a role in prevention efforts to limit meeting times outside the campus area and outside campus operating hours and meetings that are carried out other than related to learning without the approval of the head of the department or head of the study program (Article 8 letter a) (Mamuroh et al., 2022). The approval referred to in this provision is the approval expressed by the campus for the request submitted by the student. Interpreting the narrative is associated with the element of guilt in criminal acts related to the free will factor inherent in each legal subject in realizing the action.

Article 8 letter b further states that students play an active role in preventing sexual violence in higher education. Interpreting the active role of students in regulation can refer back to the prevention carried out by universities in article 6, where these efforts can be carried out through the learning process, strengthening governance and strengthening the culture of the student community. This means that the active role of students must also be synergized in these three things. Prevention in the learning process is a strategic step to foster knowledge and understanding of sexual violence and its forms which are inserted in lecture material or integrated with one subject that has a connection with gender and sexual violence studies, and can also be done by affirming by presenting special courses that study gender and sexual violence (Aida & Rumah KitaB, 2022).

Student involvement in the prevention of sexual violence is also presented to strengthen the governance of sexual violence prevention that embodies the principles of *good governance*, namely accountability, transparency, efficient participation and balance / equality. All of these principles must be implemented in program planning, implementation and evaluation of programs that pay attention to the needs of the entire university academic community. This was confirmed by a student from a public university in Bandar Lampung who stated that the university held an intensive meeting to discuss strategies for mainstreaming the prevention of sexual violence on campus. This was also stated by DW, ST and SA who were involved as PPKS focal points on their campus who were tasked with campaigning about the forms of

sexual violence that must be known by students and the attitude of students when they see, hear and experience sexual violence.

As an effort to prevent sexual violence, several universities in Bandar Lampung have attached and installed several posters and banner stands that narrate about "Reject Sexual Violence" and signs that show the existence of units that play a role in handling sexual violence. The following are the results of researchers' observations at universities related to this matter:



When associated with the function of law as social control, the existence of infrastructure that supports and supports the process of preventing and handling sexual violence is expected to be able to control the deviant behavior of campus residents and be able to control one's bad intentions to commit sexual violence as stated by Satjpto Rahardjo (Rahardjo, 1997), that law as a means of social control means that law is something that is able to regulate human behavior. Furthermore, Ali Aspandi emphasized that the operation of the law as a social controller can run well if it is supported by relevant infrastructure that supports the operation of the law.

In the process of handling sexual violence, students also have a normative role which states that in an effort to provide legal protection, universities can form a PPKS task force which includes the involvement of students both as a selection team for the selection of SATGAS PPKS (article 24 number 3) and as members of SATGAS PPKS (article 27 number 1) in universities. As a task force for the prevention and handling of sexual violence / SATGAS PPKS has the task of preparing PPKS Guidelines in Higher Education, conducting socialization on gender equality, reproductive health and efforts to prevent and handle sexual violence for campus residents who see and witness, hear of sexual violence as stipulated in article 34 of Permendikbud Number 30 of 2021.

Because of their duties as PPKS task forces in universities, students can also receive reports, conduct examinations of reports given, examine witnesses, examine victims and identify perpetrators and conduct examinations of them. And the examination has become the basis for the PPKS task force to draw conclusions about the evidence of sexual violence (article 44 letter a) and recommendations for actions given to perpetrators and victims (article 45).

Regarding the involvement of students in public universities, several students interviewed by researchers stated that their involvement was limited to being participants in an event that voiced the prevention and handling of sexual violence, this is illustrated in the results of interviews with several students as follows.

"..our involvement is only as participants in the socialization of the rector's regulation on sexual violence, and the socialization was carried out only once. I think we only socialized it once." (DN)

"... I only once participated in an activity from BEM that talked about PPKS, in that activity we student organization administrators were asked to actively voice the prevention of sexual violence" (DW).

"...I often hear about sexual violence and the socialization on my campus has also been carried out several times, but I have never participated as an officer who campaigns against sexual violence." (STF)

Other interviews were also conducted with Student Executive Board (BEM) administrators who actually stated that they had been involved and were always involved in every process carried out to mainstream the prevention and handling of sexual violence. Even among the data sources that the researchers interviewed stated that they were involved as the PPKS task force selection team and some were part of the PPKS task force. This was conveyed by ZR, TN and TN in interviews conducted by researchers.

From the results of interviews that have been conducted by researchers, it shows that there has not been the same response regarding student involvement in the mechanism for preventing and handling sexual violence which has been regulated in a legal regulation. The intensity and infrastructure of universities have not supported the implementation of student involvement as the Minister of Education and Culture and the Minister of Religion Regulation regulate it.

Student Involvement in Sexual Violence Prevention and Handling Policies at Islamic Religious Universities

Historically, the existence of regulations regarding the prevention and handling of sexual violence in tertiary institutions under the Ministry of Religious Affairs was born as a follow-up to the memorandum of understanding and cooperation between the Ministry of Religious Affairs and Komnas Perempuan signed in May 2018. In 2019, the Decree of the Director General of Religious Affairs Number 5494 of 2019 concerning Guidelines for the Prevention and Handling of Sexual Violence at Islamic Religious Universities was born (P2P, 2020). The decree serves as a roadmap to monitor and evaluate the implementation of prevention and handling of violence. As a result of the memorandum of understanding and cooperation between the Ministry of Religious Affairs and Komnas Perempuan signed in May 2018, the Ministry of Religious Affairs formulated rules to prevent and handle sexual violence in higher education institutions. Decree of the Director General of Religious Education No. 5494 of 2019 stipulates the Guidelines for the Prevention and Handling of Sexual Violence in Islamic Religious Universities (P2P, 2020). Minister of Religious Affairs Regulation No. 73 of 2022 on the Prevention and Handling of Sexual Violence in Education Units in the Ministry of Religious Affairs takes effect in 2022 and applies to all educational institutions under the ministry of religion, starting from basic education such as madrasah ibtidaiyah, madrasah tsanawiyah, and madrasah-madrasah. This regulation was made to monitor and evaluate the implementation of prevention and handling of sexual violence in PTKI (Ginting & Wartoyo, 2023).

PMA Number 73 of 2022 substantially regulates the types of sexual violence, prevention, handling, reporting, and monitoring, as well as sanctions aimed at perpetrators of sexual violence (article 18). In addition, since its enactment, educational organizations that do not make efforts to prevent and handle sexual violence will be subject to sanctions. Decree of the Minister of Religious Affairs (KMA) No. 83 of 2023 on Guidelines for Handling Sexual Violence in Education Units at the Ministry of Religious Affairs was made as an

implementation of the Regulation. Substantially, KMA No. 83 of 2023 focuses on how to handle sexual violence in the education units of the Ministry of Religious Affairs (Ginting & Wartoyo, 2023). If it has been reported to an officer or unit in the education unit regarding sexual violence experienced, either directly or indirectly, the officer or unit is obliged to report it to the leadership and take other handling actions such as legal protection for victims, witnesses, and reporters, and direct and indirect assistance for victims and reporters, as stipulated in KMA Number 83 of 2023 (Pont & Nurfatimah, 2022) (explanation of Chapter II KMA Number 83 of 2023).

In 2024, the Decree of the Director General of Pendis of the Ministry of Religion Number 1143 of 2024 concerning Technical Guidelines for the Prevention and Handling of Sexual Violence in Higher Education, this Director General Decree abolished the validity of the Decree of the Director General of Pendis Number 5494 of 2019 (Pendis, 2020). In contrast to PMA Number 73 of 2022 and KMA Number 83 of 2023 which are the *lex generalis* / general rules for preventing and handling sexual violence in education units. Director General Decree number 1143 of 2024 is a *lex specialis* / special rule for the prevention and handling of sexual violence at PTKI. As a principle that indicates which law can be used when there is the same law, the *Lex Specialis Derogat Lex Generalis* principle becomes a normative basis for stating that a more specific law will be enforced as the Decree of the Director General of Religious Affairs Ministry Number 1143 of 2024 which overrides the enactment of PMA Number 73 of 2022 and KMA Number 83 of 2023 in higher education (Noviani et al., 2018).

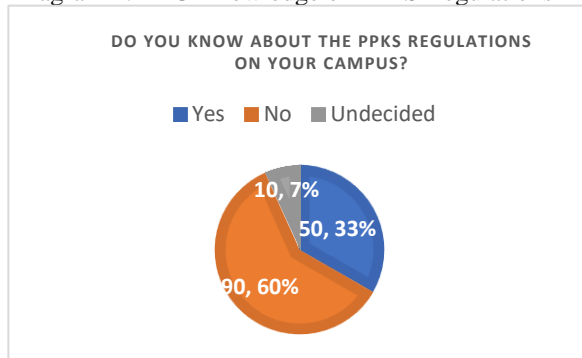
Looking at the involvement of students regulated in the Director General's Decree number 1143 of 2024, in Chapter III letter B states that the task force members are at least seven / 7 members consisting of university leaders, heads of PSGA or heads of relevant units, representatives of faculty / department / study program leaders. representatives of related institutions / units / study centers, teaching and learning staff and student representatives. Because of its role, students as a PPKS task force have duties and authorities ranging from roles in prevention efforts, handling, assisting victims and prosecuting perpetrators, and restoring victims (Saragih et al., 2023). No less important than the duties and roles of the PPKS task force in higher education is to maintain the confidentiality of event and victim data as a manifestation of the principle of best interests for victims and to respect human dignity.

The three regulations show significant student involvement in the prevention and handling of sexual violence at PTKIN. This involvement is carried out through education, participation in task forces, advocacy, supervision, and direct contribution in the process of handling and assisting victims. This shows that the role of students is not only as protective subjects, but also as active actors in creating a safe and free environment from sexual violence. The challenge that may be faced is the implementation of this policy in the field, including the commitment of the campus to provide effective participation space for students. Support from the entire academic community is also needed so that students can carry out this role optimally.

Factually, student involvement in Islamic religious universities shows that regulations have been passed down in the form of rector regulations. The existence of rector regulations from three Islamic religious universities in Lampung has normatively opened access to student participation in prevention efforts and advocacy efforts for sexual violence. To open students'

understanding of the role that students have, the campus conducts discussion forums and socialization gradually to students to then carry out the process of forming PPKS focal points. this was conveyed by one of the staff from the unit related to gender and child studies, but in 2023 this step experienced stagnation.

Diagram 1. TTG Knowledge of PPKS Regulations



Data searches with students from three Islamic religious universities through questionnaires stated that 90 of the 150 students to whom researchers gave questionnaires answered that they did not know of any regulations governing PPKS on their campuses. 50 students stated that they knew and 10 people stated that they were still uncertain about the existence of PPKS regulations on campus.

Furthermore, researchers also obtained data regarding knowledge about student involvement in efforts to provide legal protection against sexual violence on campus. This questionnaire is a follow-up question to 50 students who answered that they knew about their role in PPKS. The results show that:

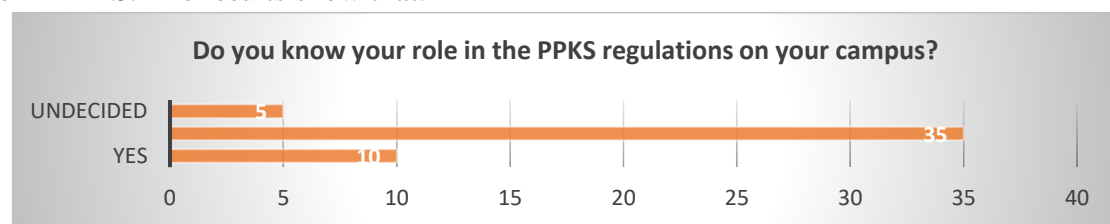


Diagram 2: Knowledge of the Role of Students in PPKS Regulations

The lack of student knowledge is further supported by the fact that a PPKS task force or service unit has not yet been established at religious universities in Lampung. This condition strengthens the findings of research conducted by Nurul Lisa Andriyani (Andriani & Martha, 2021) that there are still many universities that have not formed a PPKS Task Force or Service Unit so that this is one of the factors hindering the implementation of PPKS which has an impact on the ineffective involvement of students in the mechanism of preventing and responding to sexual violence. From the presentation of the data above, researchers can describe again that the involvement of students, which has been normatively regulated in legal regulations, has not yet guaranteed the effective role of students in the mechanism for preventing and handling sexual violence in higher education.

Implementative Constraints on the Role of Students in the Prevention and Handling of Sexual Violence in Higher Education

Looking at the presentation of sexual violence as published in the annual record of the National Commission on Violence Against Women (CATAHU, 2023) illustrates the reality of power relations which is still the most powerful topic of sexual violence. Overlapping power relations are a very heavy burden in preventing sexual violence, (Arifin & Satria, 2020) as well as disclosing the occurrence of sexual violence in universities (Saputra et al., 2022). The patriarchal culture that is rooted and influences the way people think, (Udzma et al., 2023) adds

points to the power relations that strengthen the existence of sexual violence (Sibarani et al., 2022). Sexual violence does not only occur within the scope of lecturers with students or educators with students, but can also occur in students with students. In this case, students are not always victims, students can become perpetrators in the context of relationships. This condition has an impact on the weak implementation of the role of students in preventing sexual violence (Mangindaan et al., 2023). This weakness can be due to the elemental factor of campus trust in the student movement that is not trusted. In the theory of power relations, the position of students is considered unequal to educators or lecturers, students are represented as weak beings (Humaedi et al., 2020).

Another obstacle is the existence of a task force that has not been running well. Not running well has many factors such as unclear structures, obstructed funding, and weak student knowledge about prevention and complaint mechanisms, which are factors that weaken the role of students to be involved in voicing legal justice. Campus infrastructure that does not support the movement is also a barrier to the running of sexual violence prevention and handling programs.

CONCLUSION

Based on the analysis that has been carried out, researchers found that state norms present student participation in preventing and dealing with sexual violence in higher education. The enactment of Permen Dikbud Ristek Dikti Number 30 of 2021 for general universities, as well as PMA Number 73 of 2022, which was issued in the Decree of the Minister of Religion (KMA) Number 83 of 2023, as well as Decree of the Director General of Pendis Number 1143 concerning Technical Guidelines for the Prevention and Handling of Sexual Violence in Islamic Religious Universities. As a result of observations and interviews conducted by researchers in five universities in Lampung, it was found that the rector's regulation has not been implemented optimally by universities, normatively universities have lowered regulations at the university level whose substance has also presented the role of students, but the effectiveness of the role of students is limited to socialization and education activities.

These results reinforce the analysis that regulations on the prevention and handling of sexual violence in higher education have not yet been effective as well as on the roles of students. therefore, optimizing the role of students and strengthening the roles of all components of higher education must be presented and reproduced to create a fair, equal, and sexual violence-free university. As a strategy to strengthen students' knowledge, universities need to review the curriculum that mainstreams the concept of gender and integrates it into tridharma activities and policies.

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Effectiveness of Sexual Violence Regulation in Lampung Universities)

Peraturan Perundang-Undangan

Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 30 Tahun 2021 Tentang Pencegahan
Dan Penanganan Kekerasan Seksual Di Perguruan Tinggi

Peraturan Menteri Agama Nomor 73 Tahun 2022 Tentang Pencegahan Dan Penanganan
Kekerasan Seksual Di Satuan Pendidikan Kementerian Agama

Keputusan Menteri Agama Nomor 83 Tahun 2023 Tentang Penanganan Kekerasan Seksual di
Satuan Pendidikan Kementerian Agama

Keputusan Dirjen Pendis Nomor 5494 Tahun 2019 Tentang Pencegahan Dan Penanganan
Kekerasan Seksual Di Perguruan Tinggi Keagamaan Islam

Keputusan Dirjen Pendis Nomor 1143 Tahun 2024 Tentang Pencegahan Dan Penanganan
Kekerasan Seksual Di Perguruan Tinggi Keagamaan Islam.