# ERADICATION OF SEXUAL HARASSMENT CASES IN THE HIGHER EDUCATION ECOSYSTEMS BY AMELIORATING STAKEHOLDERS COLLABORATION

**Muhamad Arby Hariawan**
University of Bengkulu, Indonesia
*muhammadarby12@gmail.com*

## ABSTRACT

Sexual violence can occur anywhere, including in public spaces. One of the public spaces that have the potential to become a place for sexual violence to occur is universities. According to the National Commission for Women, the massive sexual violence in universities is caused by several factors, such as the unequal relationship between survivors and perpetrators, the absence of a clear reporting mechanism, and the lack of a good understanding of gender equality. This article explains that the alleviation of sexual violence in universities can be done through collaboration between stakeholders. The author uses descriptive quantitative methods with descriptive statistical data analysis techniques. From the results of research in the field, it can be seen that collaboration between stakeholders has the potential to reduce sexual violence in universities. As for realizing a good collaboration, the author suggests that each stakeholder leave their sectoral ego so that the alleviation of sexual violence in higher education can be maximized.

**Keyword:** *sexual violence, stakeholders collaboration, university*

## ABSTRAK

Kekerasan seksual dapat terjadi di mana saja termasuk ruang publik. Salah satu ruang publik yang berpotensi menjadi tempat terjadinya kekerasan seksual adalah perguruan tinggi. Masifnya kekerasan seksual di perguruan tinggi menurut Komisi Nasional Perempuan diakibatkan oleh beberapa faktor seperti relasi yang tidak setara antara penyintas dan pelaku, belum adanya mekanisme pelaporan yang jelas, maupun belum adanya pemahaman yang baik terhadap kesetaraan gender. Artikel ini menjelaskan bahwa pengentasan kekerasan seksual di perguruan tinggi dapat dilakukan dengan cara kolaborasi antar *stakeholders*. Penulis menggunakan metode kuantitatif deskriptif dengan dengan teknik analisis data statistik deskriptif. Dari hasil penelitian di lapangan maka dapat diketahui bahwa kolaborasi antar *stakeholders* memiliki potensi dalam pengentasan kekerasan seksual di perguruan tinggi. Adapun untuk mewujudkan kolaborasi yang baik penulis menyarankan agar masing-masing *stakeholders* untuk meninggalkan ego sektoral mereka sehingga pengentasan kekerasan seksual di perguruan tinggi dapat maksimal.

**Kata Kunci**: *kekerasan seksual, kolaborasi stakeholders, perguruan tinggi*

## INTRODUCTION

Sexual abuse incidents can happen anywhere. According to Rusyidi et al. (2019) who cited Fairchild's notion, it could be identified that public areas could not be avoided from the probability of sexual violence cases. From another perspective, the World Health Organization (2012) believed that sexual abuses which occur in the public are done by close ecosystems. In other words, the victims know the perpetrators. Using this paradigm, it can be decided that internal agents such as workmates, educators, supervisors, etc. can be potential perpetrators behind sexual violence cases. This perspective is also coherent with the spoken consensus by Lee which was recited by Sitorus (2019) that the majority of aggressors of this phenomenon are identified as inner circles. From this research, Lee believed that only 6 percent of violators do not have any adherent background with the survivors of sexual aggression.

One of potentials place where sexual harassment could exist is the education ecosystems, particularly college areas. Like other cases of sexual assault, college areas have same similarities namely people who assault sexually have specific relationship with the assaulted person. For example, students have a higher probability to be assaulted sexually by their friends. lecturers, staffs, and other people who work in that institution than any other locations. On the other hand, there is a specific characteristic according to Valls et al. (2016) who explained that there is asymmetry power between the person who commits the crime and the survivors. In the deeper explanation, Valls argued that the asymmetry power between survivors and perpetrators would design a condition that the survivors could not be able to gain any justice assistance. In other words, strong control is owned by the aggressors which makes a position while the victims do not have any access to achieve their rights.

As a part of coherent stakeholders, obviously, the Ministry of Education, Culture, Research, and Higher Education has a massive responsibility to be involved in this phenomenon. It could happen due to without the existence of the earlier institution, clearly, ceasing sexual harassment in the college cannot be ceased exceptionally. This governmental organization stands on a position that sexual incidents in its jurisdictional domain is a fragment of serious issues in the education field which should be diminished immediately like bullying and intolerance cases. Moreover, this executive organization had released an essential data which existed as a pertinent reason why the sexual harassment cases in the education domain have to be stopped quickly. Nadiem Makarim which was

mentioned by Tempo (12/9/2021) elucidated that the sexual cases in the education domain contributed at least 27 percent from the total of sexual incidents in that field from 2015-2020 with the majority of survivors were women. Furthermore, in 2020, he exposed that 77 percent of college educators said that they knew about this phenomenon and it existed around them. From that percentage, around 63 percent of university teachers never reported the known incidents to the head of their universities.

Same conditions from different institutions were also noted. To illustrate, the Commissioner of the National Commission of Women and Children Siti Aminah Taudi reported in Tempo's journalism product (20/9/2021) that there was another factor which existed behind this serious problem. She explained that the disparity of strength was not only a main reason why we could not cease this problem excellently. From her study, the lack of access to report the incidents and a logical fallacy such as victim blaming were dominant reasons. Considering those points, obviously, the survivors are not able to speak up. This condition will lead a result namely the investigation as a first step of ceasing sexual violence cases in the higher education is a predicament activity.

As a way to diminish the provided problems, the Ministry of Education, Culture, Research, and Technology has issued a law product namely the Law of Ministry of Education, Culture, Research, and Technology No. 30/2021 about Prevention and Treatment of Sexual Harassment in the College. This product was designed in order to be a comprehensive guidance for every college to create necessary steps about preventing and handling the earlier issues. As a positive implication, this product of law is expected to assist the relevant stakeholders in the domain of the universities to implement policies which have relevancies with the previous problem by also doing three points of higher education. If it is explored deeply, this regulation also provides a novelty. For example, a paradigm which concentrates on the victims is accommodated as a main content of this protocol. This new approach can be identified by seeing an open access which has to be implemented by every college. Therefore, a classic problem such as the lack of a report platform can be avoided which can assist the eradication of sexual violences in the universities by allowing every assaulted person to make a report. Moreover, there is a guarantee that people who make a report will be protected from the probability of physical and mental harassment from the perpetrators which is a great barrier to cease this problem previously. In addition, the Ministry of Education also created an online media which can be used as a way to make a report about sexual harassment. The prior platform can be

accessed by clicking http://www.merdekadarikekerasan.kemdikbud.go.id/. Using the preceding digital platform also can help people to improve their capability and knowledge about this massive issue.

Although there are several positive plans which are being implemented by the Ministry of Education, stakeholder collaboration is also an important aspect to be considered. Without considering this perspective, eradication agendas of sexual cases in higher education are not able to gain maximal success results in the forthcoming years. The essence of stakeholder was marked by Freeman who was mentioned by Fairuza (2017) who noted that can influence maximally the process to achieve constructed targets. It could happen in view of the stakeholders being involved directly. This fact can be deduced that they have sufficient information about the concentrated problem. Obviously, solutions from them cannot be accommodated.

The essence of the stakeholder collaboration is also believed by other experts. For example, Bertamina et al. who were cited by Batara et al. (2017) noted that this strategy will release appropriate straightforward measures which can be used to achieve designed targets. Moreover, he also wrote in his study that this activity can minimize the probability of failures and release strong risk management. It could happen due to this commitment to realize transparency and there would be representation of every party who have a similarity which is of the same interest. As a good implication, in the forthcoming years, there will also be win-win solutions which can be implemented very well. This positive result would happen after a bunch of needs and interests are accommodated by the representation of every party. A relevant paradigm could be seen from Fendt who was rewritten by Arrozaq (2016) who stood on a position that there is an awareness that in the middle of resolving some targeted issues could not be designed by a single party. He strongly argued that if a single party was involved without considering other stakeholders, then, several expected outputs would not be optimal when they are compared with results from allowing collaboration between all parties. Obviously, he suggested that every creators and implementers of the program have to be aware to consider this point as an essential factor which could not be forgotten.

Turning to the main problem, the eradication of sexual harassment in the higher education should involve appropriate stakeholders who share same background such as students, lecturers, academic staffs, head of the universities, etc. They should be involved in

a stakeholder collaboration agenda based on the created regulation which has been issued by the Ministry of Education and Culture.

In the final, from the explored perspectives, the researcher is motivated to deliver a study about the potency of the eradication in the universities through stakeholder collaboration.

**METHODS**

Quantitative descriptive data is selected by the researcher in this study. Arikunto (2013) said that quantitative is relevant to be considered due to the fact that it could explore data numerically. Moreover, Ibrahim who was quoted by Jayusman (2020) wrote that descriptive research should be chosen in view of it would describe the concentrated phenomena comprehensively. From the given perspectives, it could be deduced that quantitative descriptive is a study which is delivered by exposing statistical information and holistic explanation from the acquired numerical data.

The required data was acquired by using sending form questions which should be responded to by relevant parties and doing literature study from the coherent documents such as scientific journals, articles, digital news, etc. which could explain the main focus of this research. After the essential information has been collected, then, it was analyzed by statistic descriptive as a selected type of analyzing data. Sugiyono (2010) noted that it was a relevant approach due to it would narrate the topic of the study. Moreover, as a way to comprehend people's response, Likert Scale Model was preferred.

The population of this research are students, lecturers and other human resources who worked in the college. Sample was figured out by using incidental sampling. In addition, there are two main tests which were delivered namely validity test was used with a purpose to find out the validity of research instruments and reliability test to comprehend the consistency of study instruments.

**RESULT AND DISCUSSION**

The research agenda has positive results. From the first distributed question about the urgency of the eradication of sexual abuses in the universities with the total respondent 28 people gained a result where 96,6% of respondents selected very agree and agree. From Sugihartono's theory, which was mentioned by Agnes (2000), it could be understood that almost all respondents believe that the eradication of sexual cases in the colleges should be

diminished immediately. One of respondents said that the eradication of sexual violence cases in the college should be implemented immediately. According to his point of view, it could be implemented by using Tri Dharma of Higher Education. In other words, it would involve a number of relevant stakeholders who are involved by the same interest.

Another indispensable point is knowing the reasons why students should be involved in this design of policy. The research says that 97 percent of 28 respondents prefered to say they agree and very agree that students are important to be accommodated. Using the Sugihartono consensus which was cited by Agnes (2000) it could be known that almost all respondents stood on the agreed position that students are essential elements which could not be forgotten. One of the respondents explained that all this time many college students had been victims of this phenomenon. Obviously, learners at the universities should be accommodated appropriately due to they already know the domain from this case.

From an academic perspective, the earlier paradigm is coherent with a notion from Bertania et al. who was mentioned by Batara (2018). This perspective explains that by involving relevant stakeholders, there will be relevant straightforward solutions which can be decided. As a result, the implementation of the policy can be avoided from massive obstacles. To exemplify, learners at the higher education institution would have wider access if they would be involved in the eradication of sexual abuse in the academical ecosystems. This condition can encourage them to release usable measures to be implemented later.

The collaboration of stakeholders in addressing sexual violence extends beyond the involvement of students alone. In this context, lecturers or educators also play an equally crucial role. According to the research findings, an accumulation of agree and strongly agree responses amounted to 93,1 percent from a total of 28 respondents. Drawing on Sugihartono's data interpretation questionnaire theory as cited by Agnes (2000), it can be asserted that nearly all respondents perceive the necessity of lecturer involvement as a vital element in collaboration among stakeholders. One respondent expressed that lecturers can function as entities providing education on preventive measures and handling of sexual violence, both within the classroom and informal settings.

The significance of faculty involvement in collaboration among stakeholders in the university environment can be elucidated through the lens of stakeholder collaboration theory, as referenced by Berthania who was cited by Batara (2018), emphasizing the

necessity of representation of various entities within an institution. While students are acknowledged as stakeholders who keenly perceive incidents of sexual violence, effective collaboration with other entities, such as faculty members, is imperative for jointly formulating intellectual strategies to combat sexual violence within the university setting.

Equally crucial is the understanding of the importance of the involvement of university officials, functional staff, and other resources within the internal ecosystem of the university in addressing sexual violence in the academic environment. Based on research data, it is revealed that 93.1 percent of the total 28 respondents chose responses ranging from strongly agree to agree. Upon analysis using survey data interpretation theory, it is evident that almost all respondents recognize the importance of the involvement of university officials, functional staff, and other resources within the internal ecosystem of the university in the collaborative efforts to eradicate sexual violence in higher education. One respondent articulated the significance of stakeholders' involvement, stating that the engagement of university officials would facilitate the formulation and implementation of prevention and intervention policies regarding sexual violence in the academic domain under their leadership.

In the fifth question, respondents deemed collaboration among stakeholders as imperative. This assertion is grounded in the data, wherein 100 percent of respondents expressed strong agreement and agreement regarding the necessity of collaboration among stakeholders. Subsequently, in the final question, data revealed that 89.6 percent concurred, either strongly or in agreement, with the notion that collaborative efforts among stakeholders can optimize the mitigation of sexual violence in higher education institutions through both prevention and intervention measures.

According to the collaboration theory which focuses on stakeholder involvement, Bertania who was quoted by Batara (2018) using collaboration among stakeholders, it can fill the demand for a solution due to there will be representation among involved parties. While the stakeholders are in the same domains such as same goals, same understanding, transparency, check and balance, and communal commitment, then, various points will maximize outputs and reach targeted goals which is obliteration of sexual cases in the university realm.

In this approach, there are ywo main concentrations namely making prevention and handling the victims who are assaulted.

**Implementation of Making Prevention Sexual Harassment**

This prevention effort encompasses various activities, including education on gender equality, sexual education, cultivation of an anti-sexual violence culture, and the dissemination of mechanisms for reporting sexual violence. The significance of awareness regarding gender equality in preventing sexual violence within the university environment is elucidated by the Pulih Foundation. This non-profit organization, focused on alleviating sexual violence, as cited from the Antaranews news portal (20/2/2021), asserts that sexual violence cannot be divorced from a misguided paradigm regarding gender, wherein the feminine gender is perpetually subservient to the masculine. Contrary to this perspective, the foundation contends that both genders are social constructs requiring prompt societal reconstruction.

Moreover, the presence of education on sexual education within the university environment can also contribute to the prevention of sexual violence. In the context of prevention through such learning, the provision of sexual education becomes essential. Gunarso who was cited by Safita (2013) elucidated that sexual education can foster a healthy emotional attitude towards sexual matters in an individual, thereby preventing instances of sexual violence. The significance of this sexual education is further expounded upon by Choirudin who was quoted by Justicia, (2016), who stated that providing sexual education across all age groups reinstills appropriate behavior and interactions with the opposite gender, instills courage to report incidents when witnessing or experiencing them, and cultivates the ability to discern actions classified as sexual violence or otherwise.

The next crucial aspect is to ensure the cultivation of an anti-sexual violence culture within higher education institutions. Education provision must be complemented by the formulation and cultivation of an anti-sexual violence culture. Strengthening the anti-sexual violence culture can be pursued through both formal and informal means, aiming to enhance comprehension and prevent potential occurrences of sexual violence. This cultural reinforcement can be implemented through various channels, including orientation programs for new students, fortification of culture through university organizations, and informally through communication networks among students, faculty, and other resources within the internal university environment.

The latest point in the obliteration of sexual abuses in the college is promulgating a report mechanism. This agenda can be implemented by making online symposium and public discussion which have concentration in this mentioned issue.

**Implementation of the Handling of Sexual Violence Cases**

In order to handle the survivors of sexual violence, collaboration among stakeholders can facilitate support for survivors. This support may manifest through various actions, such as providing advocacy and legal assistance to survivors in their pursuit of justice against perpetrators who often wield power and can easily victimize survivors. Subsequent support can be extended through guidance, spiritual counseling, as well as psychological and physical therapy to restore the mental and physical well-being of survivors. The identified needs contribute to the emergence of subfields, particularly in the realm of inter-agency relationships, within the scope of intervention in this domain.

Another notion also can be delivered appropriately. For example, giving protection to the victims is a necessitated scheme. This protection is a vital aspect due to the fact that the majority of survivors are powerless when they should live under intimidation from people who do crime to them. The proposed protection agenda is able to be given by making a guarantee that they will be safe and sound from the probability of physical and mental threats.

The next point which can be concentrated immediately is proposing to the chief of universities to issue punishments to the perpetrators. This scheme has a target which is creating a deterrent effect and an identity that the assaulted people are supported by their institutions.

**CONCLUSION**

Based on the research findings and discussions, it is evident that the earlier formulated hypothesis is coherent with the obtained data from the research and subsequent discussions. The proposed hypothesis, involving a program design that engages stakeholders such as students, faculty members, university officials, functional staff, and other resources within the internal ecosystem of the university, is capable of being utilized to prevent and address sexual violence within the university setting.

This is attributed to the collaboration among involved stakeholders, including students, faculty members, university officials, functional staff, and other resources within the internal ecosystem of the university. This collaboration scheme is anticipated to yield optimal outcomes compared to the absence of collaboration among these stakeholders. The engagement of diverse stakeholders will formulate various activities, encompassing preventive measures such as gender equality education and sexual education, provision of

sexual violence reporting services, reinforcement of an anti-sexual violence culture, and handling cases of sexual violence in universities, including providing support and protection for survivors and proposing sanctions against perpetrators.

As a relevant point with the earlier explanation above, the eradication of sexual harassment cases in the universities cannot be separated from the associated parties. From this point of view, it can be concluded that transparency and clear representation of relevant stakeholders are extremely required to achieve the success goals of the eradication of this issue in the college. As a recommendation, the researcher suggests that ego sectoral among associated stakeholders should be minimized. Also, every party should encourage mutual understanding and good communication as a representation of the stakeholder synergy scheme by using prevention and concentration of handling the survivors.

## References

Arikunto, S. (2013). *Prosedur Penulisan Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.

Arrozaaq, D. L. C. (2016). (Studi tentang Kolaborasi Antar Stakeholders dalam Pengembangan Kawasan Minapolitan di Kabupaten Sidoarjo) (Doctoral Dissertation, Universitas Airlangga).

Bertania, S., Boetsch, A., Kelly, E., Krane, E., Mitchell, J., dan Spalding, L. (2006). *Collaborative Planning on State Trust Lands*. Michigan: University of Michigan.

Batara, A. S., dan Syafar, M. (2018). Pentingnya Kolaborasi Stakeholders dalam Mewujudkan Terminal Sehat di Sulawesi Selatan. *The Indonesian Journal of Health Promotion*, 1(1), 17-20.

Cecep, C., dan Humaedi, S. (2018). Mengatasi dan Mencegah Tindak Kekerasan Seksual pada Perempuan dengan Pelatihan Asertif. *Prosiding Penelitian dan Pengabdian kepada Masyarakat*, 5(1), 48-55.

Fairuza, M. (2017). Kolaborasi Antar Stakeholders dalam Pembangunan Iknlusif pada Sektor Pariwisata. *Kebijakan dan Manajemen Publik*, 5(3), 1-33.

Hairi, P. J. (2016). Problem Kekerasan Seksual: Menelaah Arah Kebijakan Pemerintah dalam Penanggulangannya. *Negara Hukum: Membangun Hukum untuk Keadilan dan Kesejahteraan*, 6(1), 1-15.

Hilmi, M. F. (2019). Kekerasan Seksual dalam Hukum Internasional. *Jurist-Diction*, 2(6), 2199-2218.

Juliandi, Azuar, dan Irfan. (2013). *Metode Penelitian Kuantitatif*. Bandung: Citapustaka Media Perintis.

Justicia, R. (2015). Program Underwearrules untuk Mencegah Kekerasan Seksual pada Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini*, 9(2), 217-232.

Kristiani M. D. (2014). Kejahatan Kekerasan Seksual Ditinjau dari Perspektif Kriminologi. *Jurnal Magister Hukum Udayana*, 3(3), 44124.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Tinggi RI. (2022). Apa Itu Kekerasan Seksual? *Kemdikbudristek*. http://www.merdekadarikekerasan.kemdikbud.go.id/kekerasan-seksual/

Lembar Fakta Komnas Perempuan. *Kekerasan Seksual di Lingkungan Pendidikan*. 27 Oktober 2020. Komnas Perempuan: Jakarta.

Nikmatullah, N. (2020). Demi Nama Baik Kampus vs. Perlindungan Korban: Kasus Kekerasan Seksual di Kampus. *Qawwam*, 14(2), 37-53.

Nurita, D. (12 November 2021). Nadiem Makarim Sebut Kasus Pelecehan Seksual di Kampus Sudah Pandemi. *Tempo*. http://www.nasional.tempo.co/amp/1527799/nadiem-makarim-sebut-kasus-pelecehan-seksual-di-kampus-sudah-pandemi.

Sugiyono. (2010). *Statistika untuk Penulisan*. Bandung: Alfabeta.

Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi RI No. 30 Tahun 2021. *Pencegahan dan Penanganan Kekerasan Seksual di Lingkungan Perguruan Tinggi*. 3 September 2021. Berita Negara Republik Indonesia Tahun 2021 No. 1000: Jakarta.

Pranishita, A. K., (20 Februari 2021). Psikolog: Paham Kesetaraan Gender Bisa Cegah Kekerasan Seksual. *Antara*. http://www.antaranews.com/amp/berita/2010876/psikolog-paham-kesetaraan-gender-bisa-cegah-kekerasan-seksual

Riana, F. (20 November 2021). Komnas Perempuan Ungkap Alasan Korban Kekerasan Seksual di Kampus Bungkam. *Tempo*. http://www.nasional.tempo.co/amp/1530650/komnas-perempuan-ungkap-alasan-korban-kekerasan-seksual-di-kampus-bungkam.

Safita, R. (2013). Peranan Orangtua dalam Memberikan Pendidikan Seksual pada Anak. *Jurnal Edu-Bio*, 4(3), 32-40.

Sayadi, D. P., dan Khatami, M. I. (2020). Women Protecting Systems (WPS): Aplikasi Digital Start Up Pelindung dari Kekerasan dan Kejahatan Seksual terhadap Perempuan. *Jurnal PENA: Penelitian dan Penalaran*, 7(1), 12-22.

Shopiani, B. S., Wilodati W., dan Supriadi, U. Fenomena Victim Blaming pada Mahasiswa terhadap Korban Pelecehan Seksual. *Sosietas*, 11(1)-940-955.

Sitorus, J. C. (2019). Quo Vadis: Perlindungan Hukum terhadap Korban Pelecehan Seksual di Kampus. *Lex Scientia Law Review*, 3(1), 30-39.

Valls, R., Puigvert, L., Melgar, P., dan Garcia, C. (2016). Breaking The Silence at Spanish Universities: Findings From the First Study of Violence Against Women on Compuses in Spain. *Violence Against Women*, 22(13), 1519-1539.

Wahyudi, D., dan Kurniasih, N. (2021). Narasi Perempuan dan Literasi Digital di Era Revolusi Industri 4.0. *SETARA: Jurnal Studi Gender dan Anak*, 3(1), 1-19.

World Health Organization. (2012). Understanding and Addressing Violence Against Women. *World Health Organization.* http://apps.who.int/iris/bitstream/handle/10665/77434/WHO_RHR_12.37_engl.pdf;sequence=1.

Yla. (29 December 2021). Marak Kekerasan Seksual Sepanjang 2021. *CNN Indonesia..* http://www.cnnindonesia.com/nasional/202112231511929-20-737872/marak-kasus-kekerasan-seksual-sepanjang-2021