



The Urgency of Legal Protection for Victims of Harassment Sexuality in The University Environment

Widhy Andrian Pratama ^{a,*}

^a Syekh Yusuf Al Makassarri Gowa University, South Sulawesi, Indonesia

Keywords:

Abuse Sexuality; College; Prevention.

Article history:

Submitted : 2025-08-15
Accepted : 2025-09-22
Available online : 2025-12-31

Abstract: Survey data indicate that women with higher levels of education tend to experience sexual abuse more frequently than women with lower educational attainment. Numerous women have reported incidents of sexual abuse within educational environments, including students, academic staff, and teachers. Many students encounter sexual abuse during their period of study in higher education institutions, which can have adverse effects on their mental and physical health as well as their academic performance. Previous studies also demonstrate that a significant number of female students experience sexual abuse before completing their education. This study adopts a data-driven approach through a library research method. Data were collected by reviewing relevant documents, including academic journals, books, scholarly articles, and other credible sources. In addition, information obtained from print and electronic media related to the topic was used as supporting data. The study concludes that sexual harassment occurring within campuses or colleges represents only a small part of a much larger problem, often described as the “tip of the iceberg.” Reported cases reflect only a limited portion of the total incidents of sexual abuse, while many others remain unreported and hidden. In general, there are indications that certain individuals misuse power within educational institutions, whereby authority and positional dominance are exercised arbitrarily, particularly against students.

How to cited: Andrian Pratama, W. (2025). The Urgency of Legal Protection for Victims of Harassment Sexuality in The University Environment. *Justice Voice*, 4(2), 95–110. <https://doi.org/10.37893/jv.v4i2.1235>

Introduction

Sexual abuse can occur in various settings, including public spaces such as shops, streets, and public transportation, where it is often perpetrated by individuals unknown to the victim (commonly referred to as harassment by strangers). In addition, sexual harassment may also take place in environments frequently accessed by victims, such as workplaces, offices, campuses, homes, or schools, and is often committed by perpetrators who are known to them.

* corresponding author: widhyap@usy.ac.id



This phenomenon is closely influenced by patriarchal cultural norms that normalize male dominance over women, including in the sexual sphere. Within this framework, men are commonly perceived as playing an active role in sexual matters, while women are viewed as passive participants. Such unequal gender role constructions contribute to the belief that an “*ideal*” man should be more sexually assertive than women, thereby reinforcing gender-based power imbalances.

According to the Annual Report of the National Commission on Violence Against Women (*Catatan Tahunan/CATAHU*) published in 2020, there was an increase in the number of reported cases of violence against women in 2019. Domestic violence, or violence occurring within personal relationships, constituted the most prevalent form of violence experienced by women. Within the category of sexual violence, 2,807 cases were recorded, accounting for approximately 25% of the total cases. In the public and community sector, which ranked second, the most common forms of violence against women included molestation (531 cases), rape (714 cases), and sexual harassment (520 cases) (Suprihatin & Azis, 2020).

Sexual violence in Indonesia affects diverse population groups, ranging from children and adolescents to adults. Although women constitute the majority of victims, sexual violence is not exclusively experienced by women, as men may also be affected. Such violence can occur in various contexts, including workplaces, public spaces, educational institutions, and even within family environments. All forms of sexual violence represent violations of human rights, assaults on human dignity, and manifestations of discrimination that must be eradicated. Given that women comprise the largest proportion of victims, they are entitled to comprehensive protection from the state and society to ensure that they can live safely, free from threats of violence, torture, and other forms of cruel, inhuman, or degrading treatment (Paradias & Sponyono, 2022).

Previous surveys indicate that women with higher levels of education tend to experience sexual abuse more frequently than women with lower educational attainment. Numerous women have reported incidents of sexual abuse within educational settings, including among students, administrative staff, and teachers. Many students encounter sexual abuse during their period of study in higher education institutions, which can have negative effects on their mental and physical health as well as their academic performance. Research further shows that a substantial number of female students experience sexual abuse before completing their education. Victims may suffer abuse from various parties, including peers, staff members, or even lecturers within campus environments.

The adverse impacts of sexual abuse include depression, post-traumatic stress disorder (PTSD), feelings of shame, increased tendencies toward alcohol consumption, and disruptions in the learning process. Therefore, educational institutions in which sexual abuse occurs must promptly investigate such incidents

and address them with seriousness and accountability. Failure by higher education institutions to adequately respond to cases of sexual abuse may exacerbate the trauma experienced by victims.

Research on sexual abuse has often given limited attention to the intersection of gender, ethnic identity, and sexual orientation in relation to the occurrence of harassment. Findings within higher education contexts indicate that individual identity can influence both the level of risk and the severity of the impacts associated with sexual abuse (Ishak, 2020). Alongside advances in knowledge and technology in the twenty-first century, society is witnessing increasing synergy among the quantum revolution, the biomolecular revolution, and the computer revolution, enabling unprecedented capacities to shape material performance, life processes, and intelligence.

Sexual harassment does not occur solely within university settings but is also found in other professional environments, including the nursing sector across various regions. Studies conducted in Iran, for example, have identified multiple forms of harassment, including verbal, physical, and visual harassment, seduction, and cyber sexual harassment. Sexual harassment has thus emerged as a rapidly developing issue within higher education systems worldwide, with impacts affecting individuals, groups, and students alike.

The most frequently experienced forms of sexual abuse among female students are verbal and non-verbal harassment. Such cases occur between students, lecturers, and staff, as well as among students themselves, and have been reported even at Islamic universities in Java and Gorontalo (Pasaribu, 2022). In addition, non-verbal sexual violence has become a significant issue on social media platforms. This study aims to describe the necessary measures required to reduce sexual harassment on university campuses.

One example of a sexual violence case occurred at the Islamic University of Kalimantan Muhammad Arsyad Al-Banjari, where allegations of non-verbal harassment against female students were directed at certain individuals affiliated with the campus. The Head of the UNSIKA Ethics Institute, Adwin Tista, stated that the alleged perpetrator had communicated with counseling services and the UNSIKA legal aid institution to seek assistance, a process that may ultimately lead to formal legal proceedings.

Another case took place at Riau University, where the Instagram account of the Riau University Student Corps (KOMARI) uploaded a video containing a female student's testimony as a victim of harassment allegedly committed by the Dean of the Faculty of Social and Political Sciences (FISIP). In this case, the perpetrator was accused of forcing the victim to kiss his cheeks and forehead and of requesting a kiss on the lips, despite the victim's refusal. The alleged perpetrator has since been designated as a suspect (K. I. Sari et al., 2023).

The academic environment plays a crucial role in increasing student awareness of social issues, including sexual abuse. As institutions of higher education, universities should serve as models for creating safe and inclusive environments. This can be achieved through education, the strengthening of institutional policies, and the provision of accessible and user-friendly reporting systems for all members of the academic community. Given the urgency of this issue, further research is needed. This study seeks to amplify the voices of victims who have long been neglected and to provide an analysis of how power relations contribute to the occurrence of sexual abuse within academic settings. A qualitative approach is employed to obtain an in-depth understanding of victims' experiences and the dynamics of the academic environment (Akhmad, 2025).

Methods

This study employs a normative legal research approach, which focuses on the analysis of legal products and legal behavior, including the examination of statutory designs and legal frameworks. Normative legal research conceptualizes law as a set of norms or rules accepted within society that function as guidelines for individual conduct. Accordingly, this approach prioritizes the collection and analysis of positive law, legal principles and doctrines, the discovery of law in concrete cases, legal systematization, legal harmonization, comparative legal analysis, and legal history.

The research adopts a descriptive-analytical design, aiming to describe and analyze the implementation of legal regulations in accordance with the provisions currently in force. The primary objective of this study is to provide an understanding of the actual conditions of the research object or the issues under examination, as well as to conduct analyses that lead to generalizable conclusions (Abrori & Lisdiyono, 2024).

In addition, the author applies a data-driven approach through a library research method. Data are collected by reviewing relevant documents, including academic journals, books, scholarly articles, and other authoritative sources. Furthermore, information obtained from print and electronic media related to the topic under discussion is also utilized as supporting data (Putri et al., 2019).

Results and Discussion

Phenomenon Abuse Sexuality Among Students and Campus Environment

In recent years, various deviations related to the abuse of power within educational environments have been increasingly revealed, often triggering conflict. The abuse of power in the field of education frequently leads individuals who hold authority and positional advantage to act arbitrarily. This condition is reflected in

the growing number of reported cases of sexual violence in higher education institutions. Power relations are generally formed between parties who possess authority and those who lack it. In universities, such relationships commonly occur between lecturers or other academic authorities and students.

Lecturers and academic authorities possess power, influence, and knowledge, which in a number of cases are misused to engage in actions that are detrimental to students. Students, on the other hand, typically lack comparable power and often experience difficulty in refusing or resisting such conduct due to their dependence on lecturers or academic authorities for the continuation of their education (Rahmawati & Sasmita, 2024). Sexual abuse is not only a serious issue in Indonesia but has also become a global concern attracting the attention of academics, activists, and policymakers. Moreover, sexual violence has profound impacts on victims' mental, physical, and even spiritual well-being, as well as on their academic performance.

As educational institutions, universities bear significant responsibility for creating safe environments free from sexual violence; however, institutional responses have often been insufficient. Addressing the high prevalence of sexual violence requires appropriate and comprehensive measures. Universities are ideally spaces for the pursuit of knowledge, yet in practice, campuses have frequently become sites where sexual violence occurs. According to a survey conducted by the Directorate General of Higher Education, Research, and Technology (Diktiristek) in 2020, 77% of lecturers acknowledged the existence of sexual violence within campus environments, while 63% reported that such cases were not formally reported to the university.

In-depth research on the causes and impacts of sexual violence on campus is therefore essential to enhance understanding and to formulate effective prevention strategies. Accordingly, this study employs a library review approach to identify and analyze various prevention strategies that have been implemented in other universities (Iriawan et al., 2024).

The high prevalence of sexual violence on university campuses is influenced by various motivating factors and the underlying reasons that drive perpetrators to commit such acts. In addition to perpetrators' motives, victims' reactions or responses are often perceived by perpetrators as contributing factors in the occurrence of these violations. Although victims may regard their behavior as appropriate or non-provocative, perpetrators may interpret such actions as triggers for sexual violence, frequently within the context of unequal power dynamics. Consequently, many cases of sexual violence on campus are not pursued through formal legal channels, as universities often claim that such matters have been resolved internally or addressed through institutional policies. However, this approach has the potential to create injustice for victims. Therefore, legal protection

for victims of sexual violence on campus is of critical importance. Such protection aims to prevent sexual violence, ensure justice for victims, and impose appropriate sanctions on perpetrators in accordance with fundamental human rights principles, which guarantee that every individual is free from violence and inhuman or degrading treatment ([Manurung et al., 2024](#)).

Several experts argue that sexual abuse on campus represents only a small part of a much larger problem, commonly described as the “tip of the iceberg.” Reported cases reflect only a limited portion of the total incidents of sexual abuse, while many others remain hidden. Experts further emphasize that not all victims feel sufficiently empowered to report incidents to campus authorities, partner institutions, the National Commission on Violence Against Women, or organizations providing assistance to victims of sexual harassment. This reluctance is often attributed to victims’ self-doubt, particularly when certain behaviors are socially misinterpreted or stigmatized. As a result, victims may respond in conventional ways and question whether the perpetrator’s actions can indeed be classified as sexual misconduct ([Maulydia & Nisa, 2023](#)).

Etymologically, the term “violence” refers to actions involving coercion or the use of power by individuals or groups, which may result in physical injury, death, or damage to property and personal integrity. Sexual harassment in higher education institutions has thus emerged as a serious and persistent issue affecting students.

According to data from the Ministry of Women’s Empowerment and Child Protection (PPPA) as of April 2024, a total of 2,681 cases of sexual violence were recorded within higher education environments. Another serious risk arising from psychological violence is its emotional and psychological impact on victims, including decreased self-confidence, difficulties in social interaction, and, in some cases, the emergence of self-destructive behaviors that are difficult to control. Sexual violence in higher education institutions is highly detrimental to victims across academic, social, and psychological dimensions. Such violence can cause significant psychological distress and disrupt the learning process, which may ultimately lead victims to discontinue their education and fail to complete their studies ([Zarkasi & Siregar, 2024](#)).

Perpetrators of sexual violence in higher education institutions may be subject to administrative sanctions, including dismissal or suspension from their academic or professional duties. The issuance of Regulation of the Minister of Education, Culture, Research, and Technology No. 30 of 2021 was prompted by the high number of sexual violence cases in higher education settings involving various parties, including lecturers and campus officials ([Irfawandi et al., 2023](#)).

Numerous studies have examined sexual violence as a subject of social critique, including discussions on strategies for addressing it within educational

contexts. The development of curricula and educational systems that emphasize the prevention of sexual violence is considered an effective approach to mitigating and responding to this issue. One particularly noteworthy provision is Article 5, paragraph (2), which states that sexual violence encompasses acts that are verbal, non-physical, physical, and/or carried out through information and communication technology. Examples of sexual harassment reported at Sultan Ageng Tirtayasa University include acts of sexual violence facilitated through information and communication technology (ICT). Such acts involve the distribution of photos, videos, or screenshots of conversations between perpetrators and victims, including content containing victims' personal information, such as video call sex (VCS), as well as the dissemination of materials containing intimate and pornographic elements (Saffa et al., 2024).

Factors Causing Sexual Harassment in Campus Environments Are Classified as High

Sexual abuse can be categorized into three types based on the form of treatment inflicted on victims, namely non-physical sexual harassment, physical sexual harassment, and technology-facilitated sexual abuse. One form that has shown a significant increase is child grooming, which is carried out through the internet with the objective of persuading children to engage in sexual activities, both online and offline. Sexual harassment based on the treatment received by victims includes actions that degrade, humiliate, insult, or embarrass children in a sexual manner. Such acts may take verbal, visual, or other non-contact forms, including inappropriate surveillance or monitoring.

Non-physical sexual harassment encompasses actions that do not involve direct physical contact, such as the sexual exploitation of children for pornographic purposes or requests for sexual photographs or videos. In contrast, physical sexual harassment involves inappropriate physical contact, including touching, groping, or coercing children into sexual activities. As previously noted, child grooming represents an increasingly prevalent form of sexual abuse occurring in cyberspace. Through online platforms, perpetrators establish relationships and gain children's trust in order to persuade them to engage in sexual activities, both online and offline (Maghdalena & Lessy, 2024).

It is important to recognize that sexual abuse is not solely a legal issue but is also closely related to ethical and moral considerations that must be upheld within academic environments. Higher education institutions play a critical role in instilling moral values throughout the academic community in order to create safe, just, and dignified environments. *Pancasila*, as the philosophical foundation of the state and an ethical guideline for the Indonesian people, contains fundamental principles that should serve as the moral basis of national and civic life, including within higher education. Values such as belief in the Almighty God, just and civilized

humanity, and social justice must underpin all activities within universities, both academic and social.

As a national ethical framework, *Pancasila* should function as a guiding principle in addressing and preventing sexual violence on campus. The values of just and civilized humanity emphasize respect for every individual and the rejection of actions that undermine human dignity. However, there remains a noticeable gap between the normative values of *Pancasila* and their practical implementation in academic settings. Therefore, it is necessary to evaluate the extent to which *Pancasila* has been internalized as an ethical system in higher education institutions and how effectively it is implemented in preventing and addressing sexual violence. This evaluation is particularly relevant given indications of moral decline within academic environments, where ethical erosion and inappropriate behavior may further exacerbate cases of sexual violence.

By strengthening the implementation of *Pancasila* values, campuses are expected to become safe and dignified spaces for the entire academic community, as well as institutions capable of producing generations who are not only intellectually competent but also possess high integrity (Panjaitan et al., 2024). Several factors contribute to the increasing number of sexual violence cases on university campuses.

1) Opportunity Factors

Certain situational conditions may create opportunities for inappropriate behavior by lecturers, staff, or students. For example, classes conducted until the evening may increase the risk of misconduct. Cases of sexual violence on campus frequently occur during academic activities such as examinations, counseling sessions, or the completion of academic assignments. Some irresponsible educators may exploit such situations to engage in unethical behavior or lose emotional control. In many cases, students with lower academic performance are particularly vulnerable and may find it difficult to avoid the negative impacts of such misconduct.

Campuses that contain various physical or supervisory gaps, such as quiet study rooms or poorly monitored spaces, may provide opportunities for perpetrators to exploit victims. Even in situations where perpetrators initially have no intention to commit sexual violence, a lack of supervision and situational awareness may enable such acts to occur. Students may similarly exploit opportunities during organizational meetings, group discussions, or other activities, which can increase the risk of sexual abuse (Mauliydia & Nisa, 2023).

2) Clothing Factors

Clothing is considered to have a significant influence, accounting for approximately 31% in certain perspectives. For society, clothing constitutes a basic human need that allows individuals to feel comfortable and free from shame while

engaging in daily activities such as traveling, shopping, or other important endeavors. Every individual inherently has the freedom to choose how to dress, regardless of place and time, according to personal preferences and tastes, without dependence on others. This cultural freedom provides space for self-expression through clothing.

However, within the context of this freedom, the type of clothing worn is often perceived as a factor that may influence the occurrence of sexual violence. Nevertheless, not all perspectives agree that clothing is a primary cause of sexual violence. Perpetrators of sexual violence often commit their actions regardless of how victims are dressed. While freedom of dress should be respected, individuals are still encouraged to consider prevailing social norms within their surrounding environments. Following contemporary fashion trends is not inherently problematic, provided that dress remains aligned with commonly accepted public values. Those who argue that clothing has no influence on sexual violence may not fully recognize the extent to which certain adopted cultural practices, particularly Western influences, may not always align with local conditions and values ([Sofyan et al., 2024](#)).

3) Environmental Factors

An unconducive campus environment may also serve as a trigger for sexual harassment and violence. In contemporary society, instances are frequently observed in which individuals, particularly young people, choose risky paths and engage in actions beyond their control. Therefore, it is essential for individuals to exercise caution in building social relationships, to select supportive environments, and to cultivate positive relationships with peers and family members ([Hosnah et al., 2024](#)).

Prevention Efforts Abuse Sexuality So It Doesn't Happen

In this context, students become the primary focus of policy initiatives because they constitute more than half of the academic community and should be provided with opportunities to contribute directly to decision-making processes and policy implementation. As the main targets of such policies, students should not only receive information regarding existing regulations but also be given opportunities to express their views and concerns, participate in decision-making, and play active roles in policy implementation. Through this approach, policy implementation can become more responsive to diverse conditions encountered in practice, including both facilitating and constraining factors, thereby enhancing overall policy effectiveness. Broader student involvement is likely to produce more flexible policies that are capable of responding to actual needs and realities faced by all campus stakeholders ([Primanda & Izzatussolekha, 2024](#)).

Within higher education environments, Units for the Prevention and Handling

of Sexual Violence—hereinafter referred to as the “Task Units”—have been established. These Task Units provide platforms for women to report incidents of sexual abuse they have experienced. The primary purpose of their establishment is to prevent and address sexual violence. Preventive measures encompass various methods and procedures designed to avert the occurrence of such acts, while handling mechanisms involve steps taken after incidents have occurred. From a legal perspective, it remains premature to comprehensively evaluate the effectiveness of the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 30 of 2021 on the Prevention and Handling of Sexual Violence in Higher Education, as its implementation is still in the early stages. Given the recent enactment of this regulation, many higher education institutions have only recently established Task Units in accordance with the stipulated provisions. Meanwhile, several institutions remain in the process of forming such units, and some have yet to develop concrete plans for their establishment (Benny et al., 2023).

A report published by the National Academies of Sciences, Engineering, and Medicine (NAS) on sexual abuse in the education sector outlines four key recommendations for ending sexual abuse, namely:

- 1) Integrating values of diversity and inclusion into applicable policies and procedures;
- 2) Reforming power structures to reduce dependence on advisor–advisee relationships;
- 3) Providing support to survivors of sexual abuse through services and reporting systems that minimize the risk of retaliation by perpetrators; and
- 4) Increasing accountability and transparency in the handling of cases (Putratama et al., 2023).

The World Health Organization (WHO) has also identified several approaches to preventing sexual violence, which can be categorized as follows:

- 1) Individual-Level Approaches
 - a) Developing programs that hold perpetrators of sexual violence accountable for their actions, including the imposition of appropriate sanctions.
 - b) Providing education on the prevention of sexual violence, such as sexual and reproductive health education, prevention of sexually transmitted infections, and self-defense training to address potential sexual violence.
- 2) Developmental Approaches
 - a) Preventing sexual violence by providing education to children from an early age.

- b) Educating children about gender roles.
 - c) Raising children's awareness of the dangers of sexual harassment and sexual violence.
 - d) Teaching strategies to avoid sexual violence.
 - e) Educating children about personal bodily boundaries.
 - f) Communicating limitations regarding sexual activity in accordance with a child's stage of development.
- 3) Social and Community-Based Prevention
- a) Conducting public campaigns to reduce sexual violence.
 - b) Providing sex education within social and community environments.
 - c) Disseminating information and raising public awareness regarding the prevention of sexual violence in society
- 4) Health Sector Approaches
- a) Providing medical documentation services that can function as evidence for victims of sexual violence.
 - b) Training health workers to identify sexual violence at an early stage.
 - c) Ensuring protection against HIV through appropriate health services.
 - d) Providing comprehensive care and protection for victims of sexual violence
- 5) Legal and Policy Approaches to Sexual Violence
- a) Establishing accessible platforms for reporting and handling cases of sexual violence.
 - b) Enacting regulations that govern acts of sexual violence and prescribe sanctions for perpetrators in order to protect victims.
 - c) Developing international legal agreements and norms to combat sexual violence.
 - d) Conducting campaigns to oppose sexual violence and promote legal awareness ([Utami et al., 2023](#)).

In addition, the role of society is crucial in efforts related to the prevention, support, rehabilitation, and supervision of sexual violence crimes. Public involvement in prevention efforts can be undertaken through several measures:

- a) Providing education to all segments of society regarding sexual violence crimes in order to prevent individuals from becoming victims or perpetrators and to reduce the occurrence of sexual violence;

- b) Increasing public understanding of regulations and laws governing sexual violence; and
- c) Creating a conducive social environment that supports the prevention of sexual violence (D. P. Sari et al., 2023).

In general, perpetrators of sexual violence tend to exercise control over victims and convince them that they are powerless due to the perpetrators' stronger positional authority. Sexual harassment on campus often occurs as a consequence of insufficiently clear regulations concerning prevention, handling, and victim protection within higher education environments. Cases of sexual harassment in universities are commonly triggered by unequal power relationships, in which lecturers exploit their authority under various pretexts, such as inviting students to participate in research, travel outside the city, or attend thesis supervision sessions. These situations may ultimately lead to acts of sexual abuse, both physical and non-physical, occurring during the academic supervision process.

Several preventive measures can be undertaken, including the following:

- a) Avoid being alone with lecturers, fellow students, academic staff, or campus personnel in isolated or poorly lit areas.
- b) For students currently working on their theses, consultations should preferably be conducted in official spaces, such as lecturers' offices or public areas, or through online consultation platforms. Students should avoid holding consultations at a lecturer's private residence or in secluded or poorly lit locations.
- c) Refrain from meeting lecturers or academic authorities outside of scheduled class hours whenever possible.
- d) If meetings must take place off campus or outside regular academic hours, it is advisable to be accompanied by a friend or a trusted individual.
- e) Maintain professional ethics when communicating with lecturers through messaging platforms, and avoid discussing personal matters.
- f) If a lecturer or academic authority sends lengthy messages unrelated to academic or institutional matters, respond only as necessary and in a professional manner.
- g) If a lecturer or academic authority makes vulgar or inappropriate jokes, avoid encouraging such behavior and clearly demonstrate discomfort through verbal or non-verbal cues.
- h) Inappropriate physical actions—such as hugging, holding hands, touching, stroking, poking, or other forms of physical contact that violate personal boundaries—should not be engaged in by either students or lecturers.

- i) If a lecturer, academic staff member, or fellow student requests inappropriate physical contact involving sexual organs or specific body parts, the request should be immediately refused. If coercion occurs, the individual should shout, reprimand the perpetrator, report the incident if necessary, and leave the location immediately.
- j) Ensure that the actions experienced constitute sexual abuse before formally reporting the incident.

Remain vigilant, maintain appropriate boundaries, and avoid excessive suspicion toward others. Always remain aware of surrounding conditions and prioritize personal safety (Mauludya & Nisa, 2023).

Conclusion

Based on the results and discussion, it can be concluded that sexual harassment occurring within university and college environments represents only a small part of a much larger problem, often described metaphorically as the “tip of the iceberg.” Cases reported by victims account for only a limited portion of the overall incidents of sexual abuse, while many others remain unreported and concealed. In general, there are indications that certain individuals within educational institutions misuse their power and authority, leading to arbitrary actions toward students.

Several factors contribute to the occurrence of sexual harassment in higher education settings, including opportunity-related factors, environmental factors, and clothing-related factors associated with students. These three factors play significant roles in triggering incidents of sexual abuse within campus environments.

To mitigate and prevent sexual harassment, several anticipatory measures can be implemented. These include avoiding academic supervision or meetings with lecturers in closed or poorly lit rooms, ensuring the presence of fellow students or trusted companions during meetings when necessary, and limiting communication with lecturers strictly to matters related to academic activities and the learning process. Through the implementation of such preventive measures, the risk of sexual harassment in higher education institutions can be reduced.

References

- Abrori, A. R., & Lisdiyono, E. (2024). Pembatalan Hibah Terhadap Harta Bersama Pada Pihak Ketiga (Studi Putusan Pengadilan Agama Ambarawa Nomor 0079/Pdt.G/2013/PA.Amb). *Jurnal Akta Notaris*, 3(1), 1–15. <https://doi.org/10.56444/aktanotaris.v3i1.1679>

- Akhmad, P. F. A. (2025). Suara yang Terpendam Relasi Kuasa Terhadap Terjadinya Pelecehan Seksual di Lingkungan Akademik Malang. *Harmoni: Jurnal Ilmu Komunikasi Dan Sosial*, 3(1), 20–33. <https://doi.org/10.59581/harmoni-widyakarya.v3i1.4583>
- Benny, C. J. P., Sugiarta, I. N. G., & Dinar, I. G. A. A. G. P. (2023). Perlindungan Hukum oleh Satuan Tugas Pencegahan dan Penanganan Kekerasan Seksual bagi Mahasiswa Korban Pelecehan Seksual di Kota Makassar. *Jurnal Konstruksi Hukum*, 4(3), 321–328. <https://doi.org/10.22225/jkh.4.3.8053.321-328>
- Hosnah, A. U., Faizal, W., & Risjunarko, R. A. D. (2024). Aktor yang Mempengaruhi dan Perlindungan Hukum Korban Kekerasan Seksual yang Terjadi di Lingkungan Kampus Berdasarkan KUHP. *Jurnal Pendidikan Tambusai*, 8(2), 26081–26085. <https://jptam.org/index.php/jptam/article/view/16381>
- Irfawandi, I., Hirwan, I., Aziz, Z. M., Syukur, M., & Arifin, I. (2023). Analisis Jenis-Jenis dan Penyebab Kekerasan Seksual di Lingkungan Kampus. *Jurnal Pendidikan Indonesia*, 4(04), 383–392. <https://doi.org/10.59141/japendi.v4i04.1747>
- Iriawan, H., Krismiyati, K., Handayani, S., & Edyanto, E. (2024). Sosialisasi Pencegahan Kekerasan Seksual di Lingkungan Kampus. *Jurnal Nusantara Berbakti*, 2(3), 117–122. <https://doi.org/10.59024/jnb.v2i3.400>
- Ishak, D. (2020). Pelecehan Seksual di Institusi Pendidikan: Sebuah Perspektif Kebijakan. *Akselerasi: Jurnal Ilmiah Nasional*, 2(2), 136–144. <https://doi.org/10.54783/jin.v2i2.462>
- Maghdalena, F., & Lessy, Z. (2024). Pelecehan Seksual Pada Anak. *Jurnal Mahasiswa Kreatif*, 2(2), 25–34. <https://doi.org/10.59581/jmk-widyakarya.v2i2.2934>
- Manurung, C. B. M., Ghufriani, D. R., Winata, H., Aulia, M., Akbar, M. A. T., Sihombing, O. E. R., Pinasti, P., Aini, Q., Tetrya, S., & M, M. (2024). Analisis Kekerasan Seksual di Lingkungan Kampus Menurut Perspektif Hukum dan Masyarakat. *Media Hukum Indonesia*, 2(2), 259–265. <https://doi.org/10.5281/ZENODO.11350896>
- Mauldydia, P. A., & Nisa, Z. (2023). Paradigma Pemahaman Mahasiswa Mengenai Pelecehan Seksual di Lingkungan Kampus. *Strukturasi: Jurnal Ilmiah Magister Administrasi Publik*, 5(1), 78–87. <https://doi.org/10.31289/strukturasi.v5i1.1629>
- Panjaitan, A., Amanda, E., Purba, H. I., Sinaga, P. A., Nasution, R. S. A., Sinaga, S. D., Umayra, U., Purba, Y. L., Sihite, Y. D., & Ramadhan, T. (2024). Dekadensi Moral di Lingkungan Akademik: Menyikapi Berbagai Kasus Kekerasan Seksual Perguruan Tinggi. *Journal of Citizen Research and Development*, 1(2), 773–784. <https://doi.org/10.57235/jcrd.v1i2.3935>

- Paradias, R., & Soponyono, E. (2022). Perlindungan Hukum Terhadap Korban Pelecehan Seksual. *Jurnal Pembangunan Hukum Indonesia*, 4(1), 61–72. <https://doi.org/10.14710/jphi.v4i1.61-72>
- Pasaribu, M. (2022). Peranan Pendidikan Agama Islam dalam Pencegahan Pelecehan Seksual Online di Kalangan Mahasiswa. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(03), 869. <https://doi.org/10.30868/ei.v11i03.2558>
- Primanda, D., & Izzatussolekha, I. (2024). Implementasi Kebijakan Pencegahan dan Penanganan Kekerasan Seksual di Kampus Islami Universitas Muhammadiyah Jakarta. *Aktivisme: Jurnal Ilmu Pendidikan, Politik Dan Sosial Indonesia*, 1(4), 138–150. <https://doi.org/10.62383/aktivisme.v1i4.575>
- Putratama, N. L., Handayani, N., & Izzatusholekha, I. (2023). Permendikbud No. 30 Tahun 2021 tentang Kekerasan Seksual di Lingkungan Perguruan Tinggi. *KAIS Kajian Ilmu Sosial*, 3(2), 58–64. <https://doi.org/10.24853/kais.3.2.58-64>
- Putri, A. D., Darmawan, D., & Mansur, T. M. (2019). Peralihan Harta Bersama Melalui Hibah Tanpa Izin Salah Satu Pihak Berdasarkan Undang-Undang Nomor 1 Tahun 1974 dan Kompilasi Hukum Islam. *Syiah Kuala Law Journal*, 3(1), 81–94. <https://doi.org/10.24815/sklj.v3i1.12369>
- Rahmawati, F., & Sasmita, S. (2024). Perspektif Kekuasaan Dalam Kasus Kekerasan Seksual di Universitas Negeri Padang. *Jurnal Administrasi Pemerintahan Desa*, 5(2), 1–15. <https://doi.org/10.47134/villages.v5i2.157>
- Saffa, A., Hanop, H., & Raharja, R. M. (2024). Pencegahan Kekerasan Seksual Dikalangan Mahasiswa Melalui Penyelenggaraan Pendidikan Karakter. *Prosiding Seminar Nasional Ilmu Pendidikan*, 1(1), 175–192. <https://doi.org/10.62951/prosemmasipi.v1i1.20>
- Sari, D. P., Purwati, S. A. R., Darmawan, M. F., Maulana, M. S., Maulana, I., & Antoni, H. (2023). Perlindungan Hukum Bagi Korban Pelecehan Seksual Menurut Prespektif Undang-Undang Nomor 12 Tahun 2022 Tentang Tindak Pidana Kekerasan Seksual. *Al-Qisth Law Review*, 7(1), 65. <https://doi.org/10.24853/al-qisth.7.1.65-87>
- Sari, K. I., Sihombing, N. G., Puspitasari, T. R., Kristanti, L., Nandhiati, R. W., & Nirmalasari, C. Q. (2023). Sosialisasi Penanganan Kasus Pelecehan Seksual di Lingkungan Universitas melalui Webinar dan Sosial Campaign. *Jurnal Implementasi*, 3(1), 33–40. <https://jurnalilmiah.org/journal/index.php/ji/article/view/393>
- Sofyan, I. M., Sukma, N. I. E., Izzah, A. N., Althof, T. N., & Supriyono, S. (2024). Dinamika Kekerasan Seksual yang Terjadi di Lingkungan Kampus: Tinjauan Terhadap Faktor Penyebab dan Upaya Untuk Mengurangnya. *Bersatu: Jurnal Pendidikan Bhinneka Tunggal Ika*, 2(2), 32–47. <https://journal.politeknik->

pratama.ac.id/index.php/bersatu/article/view/615

Suprihatin, S., & Azis, A. M. (2020). Pelecehan Seksual Pada Jurnalis Perempuan di Indonesia. *Palastren Jurnal Studi Gender*, 13(2), 413. <https://doi.org/10.21043/palastren.v13i2.8709>

Utami, R. T., Darmawan, D., Susbiyantoro, S., Rizqulloh, A., & Prakoso, Y. (2023). Strategi Pencegahan & Penanganan Kekerasan Seksual terhadap Anak di Universitas Ichsan Satya. *Jurnal Solma*, 12(3), 1569–1577. <https://journal.uhamka.ac.id/index.php/solma/article/view/13251>

Zarkasi, A., & Siregar, E. (2024). Penanganan Korban Kekerasan Seksual di Lingkungan Perguruan Tinggi. *PAMPAS: Journal of Criminal Law*, 5(3), 325–337. <https://online-journal.unja.ac.id/Pampas/article/view/37274>