



The Existing Curriculum and Teaching Learning Challenges for Prevention and Handling Sexual Violence in Higher Education

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Abstract

Sexual Violence (SV) has been increased in universities and victims have more silence due to fear and shame. This study aims to analyse the problems of SV on campus, to examine the existing curriculum and its challenge in integrating the concept of SV. This is collaborative research between the University of Halu Oleo Kendari, the University of Islam Indonesia Yogyakarta and the University of Syah Kuala Banda Aceh. The study applied a mixed method of quantitative and qualitative using surveys, In-depth interviews and FGDs and analysed using triangulation. Total respondents 435 for survey and 34 for 3 FGD and 4 key informants for In-depth interview, and were representative for students, lecturer and staff applying Stratified Purposive Random Sampling. The results reveals respondents had experienced at least once sexual harassment in their life. 79.31% respondents claimed their friends as victims and 36.78% recognized their friends as perpetrators, while 14.94% respondents claimed themselves as the victims. The underline problem of SV that occurs on campus is due to a very strong patriarchal culture in the context of power relationship and gender inequality. The existing curriculum identifies topics related to prevention and response the case of SV, however, they were as hidden curriculum. Therefore, there is an urgent need to re-define the concept of SV in actual curriculum, instead of being a hidden curriculum.

INTRODUCTION

Sexual Violence (SV) has increased in educational settings, including on campus (Amar, 2014; Ema Mutia Fitri, Asih Widi Lestari, Fri-man Firdausi, 2022). While it is understood that the campus is a place where to gain knowledge (Bonar, 2022; Kuntari, Hamidah and Pangestu-ti, 2022) and in fact, it is also inseparable from the threat of SV (Nikmatullah, 2021; Adawiyah,

2022). The SV cases are like an iceberg phenomenon, only slightly visible on the surface, but those below the surface are large chunks (Gómez, 2022; Simanjuntak and Isbah, 2022). Many victims prefer silence because they are considered disgraceful and taboo, and do not report their cases (Amar, 2014; Adiyanto, 2020; Bonar, 2022). They do not necessarily receive proportionate treatment of the perpetrator, if they report the case

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(Bondestam and Lundqvist, 2020; Adawiyah, R., Luayyin, R. H., & Ardli, 2022). There have even been attempts to cover up and silence cases for preserving the reputation of the campus (Amar, 2014; Bovarnick and Cody, 2021; Nikmatullah, 2021).

National Commission for the Protection of Women, Komnas Perempuan reported, within 2015-2020 has identified SV occurring at all levels of educational setting and 27% of complaints occurred on campus. Based on 174 testimonials from 79 campuses in 29 cities, it was reported 89% of women and 4% of men are victims of SV. Furthermore, the Directorate General of the Ministry of Education and Culture (2020) strengthened the data with its findings, 77% of lecturers have experienced SV on campus. However, as many as 63% did not report their cases because victims felt fear and shame, and there was no clear mechanism related to reporting, handling, mentoring, and guaranteeing victims' rights (Mustafainah et al., 2020).

A number of small scale studies underlined that the perpetrators of SV were committed by various individuals on campus, ranging from lecturers, fellow students, campus staff, professors, residents at the field work location and even campus medical doctors. (Bondestam and Lundqvist, 2020; Nikmatullah, 2021; Ema Mutia Fitri, Asih Widi Lestari, Friman Firdausi, 2022; Simanjuntak and Isbah, 2022). The mode of SV occurs at various events in higher education such as in the process of teaching and learning, in research location, mentoring and supervising in thesis writing, and other activities. The perpetrators can be lecturers, students, and staff and the victims are also the same, it can be lecturers, students or staff in the campus setting (Rakhmawati, Maulia and Yuliejantiningih, 2022).

The results of research conducted by Bire et. Al (2022) had identified that students understand the forms of SV on campus and are increasing (Bire, Ermalinda and Lamataro, 2022). They also acknowledged that reporting is still low due to power relations and lack of knowledge about the form, mechanism of reporting and handling of SV (Mustafainah et al., 2020; Bire, Ermalinda and Lamataro, 2022). Thus, it can be said that students need an understanding of the concepts and mechanisms for prevention and handling of SV in order to involve them in the disclosure of SV. The study also recognized an urgent need to create a friendly campus and avoid SV (Magudulela, 2017). Students do not understand SV caused by a culture on campus that is impartial to survivors in accordance with the theory of power

relations and the perspective of feminism (Elindawati, 2021; Woldetsadik, Acan and Odiya, 2022).

Th roots of relationship between power and SV still continue to grow until today, including on campus (Amar, 2014; Bovill et al., 2021; Bonar, 2022). Specifically, pattern of domination and control still continue today. Developing a power-consensus framework to minimize victim-blame SV for understanding and addressing SV is an urgent need for campus for aiming for SV prevention (Zotareli et al., 2012; Bovill et al., 2021). It can be said that universities are expected to focus on preventing SV as a long-term approach through curriculum, courses and the learning process (Wooten, 2017; Voth Schrag et al., 2022). This comes from the fact that every student will learn about prevention and response on SV through curriculum, courses and learning processes, (Wooten, 2017; Umami, Rohman and Sulistyorini, 2022) as well as a form of prevention of SV, both as victims and most importantly as perpetrators (Robinson et al., 2020; Colpitts, 2022).

An initial study from the Association of Centers for Gender and Child Studies throughout Indonesia (ASWGI) strengthened the data with a series of Talk Shows, Seminars, Focus Group Discussions (FGDs), including those conducted by the Center for Gender Studies at the University in Sulawesi, Aceh, Central Java. The findings were as follows: (i) most victims did not report; (ii) SV cases occur during mentoring teaching, field works, research & community service; (iii) the victim who reports is vulnerable and being victimized a second time because of the victim-blame approach that has strengthened so far; (iv) female students of vulnerable groups ;(v) power relations that color the silencing of victims, so that there is no courage to refuse or say 'no'; (vi) the perpetrator of SV can be believed to have deviant sex behavior. Therefore, this can be said that this research is an urgent effort to accelerate the implementation of PermendikbudRistek No. 30 of 2021, and is related to the prevention and handling and protection of SV victims on campus. This effort is strongly supported by number of studies that identifying SV cases on campus and concluding that SV cases in the campus have continued to increase within the last 5 years (Amar, 2014; DeGue, 2014; Magudulela, 2017; Adiyanto, 2020; Nikmatullah, 2021; Bovill et al., 2021; Herawati, Purwanti and Pinilih, 2021; Jones, Chappell and Alldred, 2021; Adawiyah, 2022; Bonar, 2022; Ema Mutia Fitri, Asih Widi Lestari, Friman Firdausi, 2022; Gómez, 2022).

Therefore, this research is important to be

carried out as a justification for the importance of integrating prevention and response of SV concept into the existing curriculum, courses and also in the learning process. This is due to the fact that lack of awareness and understandings of SV among academic community (Zotareli et al., 2012; Wooten, 2017; Robinson et al., 2020; O'Connor et al., 2021; Simanjuntak and Isbah, 2022). This underlining general question is 'how does the academic community respond to current policy 'Permendikbudristek No. 30 of 2021' in terms of prevention and handling of SV in higher education through curriculum, courses and teaching learning process. The aim of this research is mapping the conditions, potentials and problems faced by the academic community towards the implementation of the current regulation of Ministry of Education. The specific objectives focused on; 1) addressing the underline problem as a trigger factor for the case of SV on campus. 2) Accelerating the SV policy through the existing curriculum, courses and teaching learning process for prevention purposes. 3). Analyzing the current curriculum, courses and teaching learning process at universities related to prevention and handling of SV on campus.

METHOD

This is a collaborative research carried out in April-July 2022 focusing on the Policy Strategy and the ultimate goal is to integrate SV issues into the courses with a flexible learning process both online and offline at the university and to develop a policy paper that identifying the existing curriculum, courses and teaching learning process in order to accelerate the implementation of the Prevention and Handling of SV (PHSV) in Higher Education setting, called Permendikbudristek No.30 of 2021. This is a multi-year study and is now the first year or the first stage of research designs which identifying perspective, mapping the problems of SV and analyzing the existing curriculum, courses and teaching learning process as well their challenges. The strategy of organizing this research was carried out jointly by the three Centers for Gender and Child Studies in the three Universities; 1) the University of Halu Oleo (UHO) Kendari; 2) the University of Syah Kuala (USK) Banda Aceh; and 3) the University of Islam Indonesian (UII) Jogjakarta. The agreement of this collaboration was under coordination of Association for the Study of Indonesian Women and Children (ASWGI, Assosiasi Studi Wanita, Gender dan Anak Indonesia). The selection of these universities was considered by diversity of their curriculum and characteristics

of the study programs with the existing courses such as Reproductive Health and Gender from the Public Health Department from UHO; Regulation for the Protection of Women and Children in the Law Department from USK; and Human Resources Management in the Management Department from UII.

This is a combination of quantitative using google form (questionnaire) and qualitative research with descriptive analysis. The study populations are students, administrative staff and lecturers from UHO, USK and UII. The total sample was 455 applying Stratified Purposive Random Sampling technique for quantitative data, and 3 Focus Group Discussions (FGD) of 15 participants for each and 14 informants for in-depth interviews representing students, education staff and educators or campus community for qualitative data. Data collection was carried out from August to September 2022, processed and analyzed according to the research framework. The context of research on the prevention and handling of SV on campus through curriculum, courses and teaching and learning processes and how the challenges faced in accelerating the implementation of these regulations through curriculum, courses and learning processes.

Primary data was collected through quantitative and qualitative approach. Quantitative data was collected through the Google Form (GF) application to find out the frequency data that was accessed by respondents via the internet. The questioner was developed with a series of questions and it had been tried out for their validity and reliability in offline basis. The questioner is revised and finalized and then spread through the WhatsApp group to be filled in by respondents who have been identified as the potential respondents. However, in several conditions, the questioner is filled offline accompanying by the enumerator. Qualitative data was collected through FGDs and in-depth interviews. FGD is held to discuss the handling and prevention of SV cases on each campus and their understanding of the current curriculum, courses and learning processes related to SV issues. Meanwhile, In-depth interviews were carried out with campus leaders; the head of the study program and the person who in charge of the course in exploring qualitative data about policies in universities, regulations on SV and its implementation, courses related to SV issues, facilities and infrastructure, SV prevention program and handling systems on each campus and their implementation. Secondary data is taken from universities' documents including the Rector's Regulation (if any), Uni-

versities' Profile and Rector's Regulation on SV ; internal regulations/policies of universities. Other secondary data are documents obtained from: journals, newspapers, the internet, and other data related to Permendikbudristek No. 30 of 2021 as well as other relevant data.

Data analysis techniques are processed quantitatively and In-depth interview and FGD are analyzed based on descriptive qualitative with triangulation analysis: namely triangulation of data sources, time and methods. Quantitative data analysis applied statistical analysis, while qualitative data used descriptive analysis; analysis of curriculum documents, courses and learning processes; data categorization and secondary data mapping; categorization of primary data; analysis of contents and patterns; theoretical abstraction of primary and secondary data; and Identify inputs for policy formulation.

RESULTS AND DISCUSSION

1) Socio-demographic Background

The distribution of socio-demographic data of respondents from three universities can

be seen in the following table (gender, age and educational background).

The distribution of socio-demographic respondents is described in Table 1. Data of three universities, showed more total female than male respondents. For example, data from UHO shows female more than male respondents, while UII is about 45 percent male. However, the target of 30 percent of men being respondents was achieved for both universities, UHO and UII, except USK Aceh, only 2.5 percent of male respondents.

The age of the respondents is various and the youngest of them is less than 25 years old. This shows that more than 70 % of the total respondents were students for the three universities. UII's the distribution of respondents under the age of 25 higher than UHO and USK. The oldest participants were for those who 55 years old, and the distribution was 3 respondents from UHO, 4 from UII and only 2 respondent from USK. This data indicated that not many older people were interested for this research and this is due to the topic that has been identified as taboo and sensi-

Table 1. Characteristic of Respondents

Characteristic /Variable	Frequency		
	UHO	UII	USK
Sex			
Male	64	71	25
Female	124	91	82
Total	188	162	107
Age			
< 25	112	122	80
25-40	51	13	15
41-55	22	23	10
> 55	3	4	2
Total	188	162	107
University Status			
Student	135	96	80
Lecturer	37	39	25
Staff	16	27	2
Total	188	162	107
Educational Background			
Senior High School	64	95	61
Diploma	6	11	1
S1 (Undergraduate)	67	1	20
S2 (Postgraduate)	37	34	21
S3 (Doctoral)	14	21	4
Total	188	162	107

Source: Primary Data, 2022

tive topics.

The table 1 above also shows the data of cluster campus community such as student, lecturer and staff. The data has identified the student's cluster was the biggest group among three campuses comparing with lecturer and staff clusters. This indicates that the commitment of lecturers and staff to SV cases has less and not fully demonstrated their interest in a good direction. This is evidenced by the lack of participation in the research.

Furthermore, data on respondent's educational background shows that UII successfully invited 21 Doctors from UII being participated in this study, followed by 14 Doctors from UHO and only 4 from ASK. However, it can be seen that the biggest cluster educational background was Senior High School, Diploma and undergraduate and these identified as students cluster, while postgraduate and doctoral level have identified as lecturer cluster. We know that this research topic is quite sensitive; in fact, they have shown their commitment to participate in this research. The second largest group is those with S1 and S2 education. The lowest level of education in this data means for those who are still students and this is a biggest cluster.

2) The existing Curriculum and Teaching Learning Program

This section begins with the results of the FGD analysis, namely 'How to overcome SV on campus?' This question describes a long answer, but the key word is a preventive and curative approach. One of the preventive challenges is through curriculum interventions which emphasizes the importance of preventing SV through curriculum, courses and learning strategies. As well as providing guidance to students on the importance of building awareness (rising awareness) of aspects related to SV.

The statistical analysis of one question from the questioner is variable regarding the description of SV events on campus from various situations. Some of the options listed related to the SV Case were found in campus including: studying in class, doing assignments on campus, doing assignments outside the campus, thesis / Dissertation guidance, internships and field practice as well as during research. This data illustrates that cases are always related to the teaching and learning process. The SV incident was also about the confession of respondents, both claiming that many of their friends were victims; many also claimed their friends or others as perpetrators.

Even some respondents honestly claimed to be victims of SV. The results of this variable

analysis illustrate how many SV cases on campus have proven to occur a lot. From the varied scenes, respondents showed that at the time of classroom study there were almost 20% claiming to be the perpetrator. However, some of them also claimed to be victims, although the percentage did not reach 20%, but SV is an iceberg phenomenon, so it is considered that many are not revealed. Interestingly, the victim said that the incident generally occurred while they were doing off-campus assignments.

The results of the student FGD provide reinforcement from the statistical results above, out of 15 participants, there are only 4 who do not speak out and provide responses about SV cases in their respective faculties and departments. AK (20 years old) says that;

“there are lecturers who like to harass their students, but currently, a lecturer was viral through social media and still screeches to today... as this latest news a senior lecturer, Professor, former dean and senate chairman of one of the faculties committed sexual harassment against his students...he was a real perpetrator” (AK, 20 years old, August 19, 2022).

The results of the student Focus Group Discussion provide reinforcement from the statistical results above, out of 15 participants there are only 4 who did not speak out and did not provide responses about SV cases in their respective faculties and departments. AK (20 years old) says that:

“There are lecturers who like to harass their students, but he still screeches to this day... as this latest news a senior lecturer, Prof, former dean and senate chairman of one of the faculty committed SV harassment against his students...she is a class leader of the course which he is in charge of”(AK, 20 years old, August 19, 2022).

Other FGD participants believe that there are still many cases of sexual violence that are not reported because victims dare not speak out. In line with the results of Kafsoh's research (2021) which identified that reporting on violence in campus is still low and students' understanding of how to prevent and handle SV cases is still lacking. For this reason, it can be ascertained that courses that have the potential to include the issue of prevention and handling of sexual violence have not fully gone well. This is in line with the results of the lecturer's FDG which illustrates that many courses should include the SV issue as learning but still need to be re-evaluated, especial-

ly in a comprehensive understanding of SV. This is also a campus challenge to provide understanding through the learning process, courses and curriculum in each faculty as evidence of campus concern in long-term protection, namely SV prevention strategies on campus.

Therefore, it is agreed that it has been a call for study to identify the effectiveness of educational strategies in integrating the issue of SV at the undergraduate program. An evaluation study conducted by (Magudulela, 2017; Bonar et al., 2023) looking at educational intervention, especially how reproductive classes contributed to the students' awareness on the care of the victim of SV (Addis and Snowdon, 2023). This study claimed that educational intervention significantly enhances undergraduate medical students' awareness of the SV issue and their understanding about the myths related to SV.

The data in the Figure below underlines that the learning process is still very minimal, touching the SV issue. However, it is recognized that there are several courses that include SV issues and can be proven by the existence of curricula and courses as well as the teaching and learning process that has occurred so far. For this reason, it

can be said that the teaching and learning process allows as one of the strategies to accelerate the introduction of the Minister of Education and Culture in helping all elements of the academic community to prevent and handling of SV on campus. This shows the excavation of information and understanding of respondents regarding sources of information about SV before there was PermendikbudRistek No.30 of 2021 and efforts to prevent and handle sexual violence before the birth of the regulation.

The following chart shows graphic of respondents' understanding of the source of information about SV before this regulation, PermendikbudRistek No.30 of 2021 and efforts to prevent and handling SV before the official regulation. The description of efforts for prevention and handling before the SV's regulation. An overview of the efforts was made by the campus in prevention and handling of sexual violence on campus before the regulation.

The figure above illustrates the efforts of the three campuses introducing the concept of prevention and handling SV before this policy, PermendikbudRistek No.30 of 2021. These efforts can be categorized as part of the curriculum,

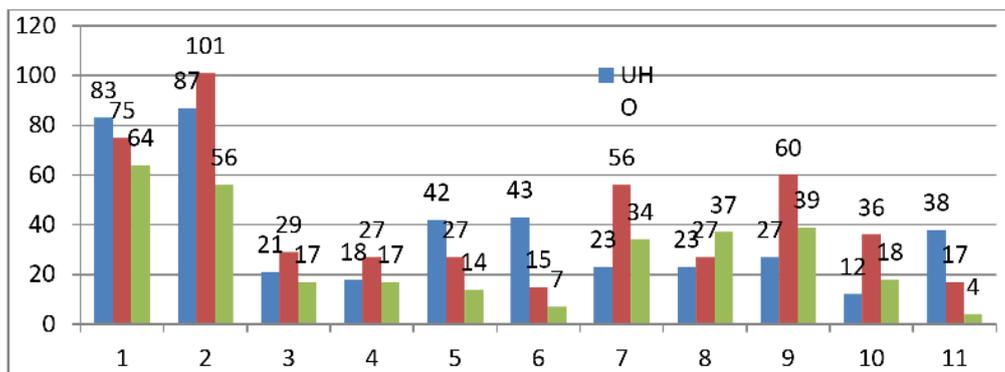


Table Caption:

- | | |
|---------------------------|------------------------------------------------------------------|
| 1 : Study/Lecture | 7 : Campus Social media |
| 2 : Seminar/Workshop | 8 : Campus organization |
| 3 : Training | 9 : New Student Orientation |
| 4 : Research | 10 : Provision of Field work/internship/
practicum in the Lab |
| 5 : Community Service | 11 : Others |
| 6 : Sport and Music event | |

Figure 1. The Scene of the Efforts of PHSV on Campus

course content and teaching and learning processes that occur in the three universities.

Data from UHO shows that the most frequent efforts for the PHSV concept are through 'Seminar/Workshop/Workshop activities', with 87 answers, followed by lectures with 83 answers. Data from UHO shows that the most frequent

efforts the PHSV concept are through 'Seminar/Workshop', with 87 answers, followed by lectures with 83 answers. Meanwhile, the least common effort is through sports, art and music events with only 12 answers and research activities with only 18 answers.

Data from UII also shows that 'seminars/

workshops' are the most frequently with 59 answers followed by lectures with 37 answers. Campus Social Media is the third place at UII, while at UHO and USK choosing 'campus social media' in fourth place and third most in the 'New Student Orientation'. Although the least frequently used sequence has not been clearly depicted for other reasons, sports, art and music events also do not show any attempt to introduce SV to the event. Meanwhile, data from USK shows that most introducing SV often carried out through 'lecturing' with 64 answers, followed by seminars/workshops. Interestingly, the 'New Student Orientation' is a 3rd order effort for both UHO and USK. Lack of efforts made at USK are the same as at UHO and UII, namely through 'sports, art and music' events where there are only 7 answers.

In line with the study of Adawiyah (2022) which recommends that the academic community should be more responsive and proactive to all forms of efforts to prevent and handle sexual violence. The academic community must also have special skills for self-resilience in preventing sexual violence on campus and one of the efforts to accelerate the Prevention and Handling of Sexual Violence is that it can be integrated into new student learning programs and activities so that they are more aware from the beginning of lectures.

Based on the data mentioned above, it can be said that the three universities have intervened through the curriculum, courses related to the PHSV issue, but in the implementation likely less focus, therefore, it is important to focus on the prevention and handling of sexual violence issue through open communication. For more details, an overview of the existing curriculum and courses in the three universities will be presented in the following analysis.

3) The specific Curriculum and Courses Contain The concept of Prevention and Response of Sexual Violence

The overview of the FGD results and In-depth interviews from 3 universities begin with the question 'are all educators required to enter SV content during teaching and learning process?' The results of students' FGD from UHO showed that the curriculum, courses and learning process containing SV and it was an interesting topic. However, they claimed that they have differences understanding, and few of them know some sub-subjects. They mostly said that information from college about SV was very limited.

The concept of sexuality presents two groups, both those who agree and those who do not agree, to use it as a strategy to prevent sexual

violence on campus;

"Really, there is no need for the issue of SV to be included in the curriculum. 7 out of 15 FGD participants from UHO students said they did not know that the concept of SV was already in the curriculum content. However, one of them stated that 'there is an integrated SV concept into several of our courses, especially in the courses 'Reproductive health', 'gender' and 'maternal and child health'" (AF students, Friday, August 19, 2022).

Meanwhile, other FDG participants did not provide any comment. An overview of the results of the FGD and in-depth interviews from lecturers who were the resource persons for this research, both from UII and from UHO expressed very diverse opinions. The diversity of courses that contain SV issues from those that state many courses, there are several courses, there are integrated in certain courses, some are contained in sub-subjects. There are some lecturers who admit that there are no official courses that contain SV issues, but there are studies that use SV issues, especially in university local content courses that are actually given to students.

In detail, the following were conveyed the responses of lecturers on the issue of violence in courses at UII. The first response mentioned that there are a lot of courses that integrated SV and women's issues as follows:

"There are a lot of courses that insert about the role of women, women's issues, for example, there is 'peace and conflict studies courses', there are 'global health studies courses studying the differences in women's and men's health issues, there are human security courses and others.'" (FGD and In-depth Interview, Lecturer D, Thursday, August 18, 2022).

From what was conveyed a lot, there are 3 examples of courses called a woman lecturer, D above, namely: 1) Peace and Conflict Studies; 2) Global Health Studies; and 3) Human Safety. This shows that there are indeed courses with SV issues and also stated by lecturer B the following quote;

"There are several courses that present human consciousness and intersect with the problem of sexual violence, such as inheritance law, criminal law, and religious courses. In the absence of a special syllabus, lecturers must include the topic of SV in the relevant sub-courses." (FGD and In-depth Interview, Lecturer B, Thursday, August 18, 2022).

Lecturer B even stated that even without any specifics in the syllabus or Semester Learning Plan, lecturers still have to include SV topics in integrating into sub-courses such as: 1) Inheritance Law; 2) Criminal Law, and 3) Religious courses. A similar opinion with UHO Lecturers also mentioned several courses that contain the issue of sexual violence, lecturers who are in the faculty of Public Health.

"Courses that contain SV issues in Public Health are Reproductive Health and Gender, and the subjects include: Maternal and Child Health, Sexual Health and Sexualities and Reproductive Health for Adolescents. We also discussed the issue of SV through the Reproductive Health Epidemiology class, where students are invited to look for SV cases through classroom discussion" (FGD Lecturer S, Thursday, August 18, 2022).

The 15 FGD speakers from UII and UHO's lecturers, there were 2 who answered that there were no courses that contained specifically about SV, but most of them were aware of mentioned courses that can be found the issues SV, other than those mentioned by the Public Health Lecturers before. The courses are included: 1) Marital Psychology; 2) Women and Children's Protection; 3) Legal Protection of Domestic Violence; 4) Cyber Law; 5) Anthropological Theory; 6) Religious Education, and 7) Gender Equality.

FGD UHO's lecturers confirmed the existence of curricula and courses in several faculties that contain SV, including the faculty of Public Health, Faculty of Teacher Training and Education, especially the Psychology Study Program, Faculty of Law, and Faculty of Humanities. However, there were 4 lecturers who say that there are no courses in their study programs integrating PHSV topics, but in certain study programs it is very clear that courses contain PHSV issues, however, mostly recognized as a hidden curriculum except Public Health Department.

Meanwhile, informant from USK also noted several courses similar to the opinions of UHO's lecturers. They pointed out the Faculty of Law as a case study of USK, and described that the Faculty of Law, of course, has several related courses may refers to content of the 2021 Permendikbudristek, both compulsory courses and elective courses. Related to PHSV, courses that can be related to the prevention and handling of SV on campus include; 1) Religious Education; 2) Civic Education; 3) Basic Natural Sciences; 4) Sociology; 5) Human Rights; 6) Law and Gender; 7) Law and Society; 8) Cultural Anthropo-

logy; and 9) Legal Anthropology. Meanwhile, courses containing material on handling SV can be obtained in the following courses: 1) Criminal Law; 2) Criminology; 3) Criminal Procedural Law; 4) Juvenile Criminal Justice System; 5) Criminal Law Case Studies; 6) Criminal Evidentiary Law; 7) Women and Children Protection Law; 8) Law and Victimology; and 9) Cybercrime. These indicated that in USK, there is a big potential to introduce SV in comprehensive approach.

However, most of the courses mentioned have not been fully written in the Syllabus or Teaching Plan. Thus, the resource person from USK, Ms. Cut argued that one of the weaknesses if the issue of SV is not written in the teaching plan, is due to lecturer commitment. The teaching team may be different in every Term, therefore, unwritten content will change or even not be delivered. The same thing conveyed by Lecturers A, F and G from UII underlined that there is indeed a potential to integrate SV content into several courses, as follows:

"There are courses related to morals such as Islam Rahmatan Lil'alamin, in these courses have the potential to convey matters related to SV" (FGD and In-depth Interview, Lecturer A, Thursday, August 18, 2022).

"Indeed, officially there are no courses related to PHSV but there have been studies related to sexual violence such as the Islamic courses Ulil Albab and Islam Rahmatan Lil'alamin." (FGD and In-depth Interview, Lecturer F, Thursday 18 August 2022).

"The course has some content on the issue of sexual violence in some of the problem topics in the marketing course." (FGD and In-depth Interview, Lecturer G, Thursday 18 August 2022).

The quotes above prove that the SV issue is not yet officially listed as a course, but there are sub-topics in the university's local content courses that all students in the three universities. The same issue was also claimed by Lecturer G about the absence of a SV course name, but the provision of SV content in several topics such as in the Marketing course. This is not also a formal title of the course, but several sub-topics are integrated topics in the course, for example the 'Human Resource Management (HR)' course which is not the official course title with the SV issue, but there are topics in the sub-course that have SV issue content such as Health, Safety and Work Accident issues. on topics on 'family-friendly companies, 'equal employment opportunities'

and international and global HR management issues.”(In-depth Interview, Lecturer H, Thursday, October 2, 2022).

Based on the description above, it can be concluded that the course is not in the official title of the SV issue, but contains SV on sub-topics / studies in several courses mentioned above such as: 1) Peace and conflict studies 2. Global Health Studies, 3. Human Security, 4. Inheritance Law. 5. Criminal Law, 6. Marketing Management, 7. HR Management, 8. Islam Ulil Albab (Local content of the university), 9. Islam Rahmatan Lil’alamin (Local content of the university), 10. Religious courses.

Furthermore, most subjects are no official name for the SV. However, they identified many courses that have the potential and can be related to the issue of SV, especially in the social humanities department, it is potential to include the concept of PHSV as a committee to reduce SV cases on campus. Thus it can be concluded that the findings of the existence of the curriculum can now be divided into three. First, there is no official course name using the term PHSV, but there are several sub-topics or subject matters of the course that contain SV issues. Second, there is no sub-subject that contains the SV issue, but as the "obligation of each lecturer" to integrate related issues through teaching learning process. This is very much depended on individual lecturer in accommodate the SV issue into their teaching planning. Third, many potential courses to integrate SV concept, unfortunately, they are only limited to discourse, and this potential will only become real if it is realized by lecturers both formally and indirectly and indirectly in the teaching and learning process. In conclusion, the issues of SV were recognized as a hidden curriculum in most of the course in all the three universities.

In line with DeGue’s(2014) research, namely The Evidence-based Strategies for Primary Prevention of SV Perpetration, he underlines that sexual violence is a very serious thing and is one of the complete public health problems. DeGue and other researchers (Elindawati, 2021; Jones, Chappell and Alldred, 2021; Whittington, 2021; Simanjuntak and Isbah, 2022) urged that one of the main purposes of PHSV interventions is through lecturing, and this needs a highlevel commitment of SV actors on campus. This study argued that the success of SV prevention efforts on campus depends largely on the commitment of the academic community to identify and implement curriculum, courses with comprehensive teaching learning strategies.

Therefore, It can be said that the PHSV

efforts that have been carried out by the three universities, UHO, UII and USK still need more comprehensive study starting from identifying the right curriculum, courses and learning processes to the next task in order to decrease SV cases and at the same time to accelerate the implementation of actual curriculum of SV on campus. Thus, the first step that needs to be done is to understand the challenges faced so far in the learning process about the PHSV concept.

4) Challenges of Prevention and Handling of Sexual Violence on Campus

Sexual Violence that occurs in higher education is a paradox that is concerning and requires serious prevention and treatment strategies (Graham J. Towl and Tammi Walker, 2019). Therefore, comprehensive thinking is needed, unfortunately there are a few challenges that will be faced. The following analysis of the challenges of higher education in PPSV has been discussed through FGD and in-depth interviews of this study.

There are several challenges faced when introducing PPSV through the teaching and learning process based on the results of FGD (lecturers), namely;

1. The issue of SV is still pro-con, including among the academic community.
2. The SV issues become a joke in lectures, for example making student body parts as jokes.
3. The SV behavior that occurs is an alibi/ mode of the perpetrator, for example consulting grades, assignments, thesis in an improper place (café, karaoke / off-campus), inviting students to meet alone and sending seduction via telephone which leads to obscenity to the victim.

Handling sexual violence in higher education is very important to deal with for several reasons. First, sexual harassment has a serious impact on victims, both physically, socially, and psychologically. Second, Many cases go unreported because they are considered a disgrace, or even the victim is under pressure from the perpetrator so they choose to remain silent. Third, sexual violence is considered commonplace so it is not a priority problem that must be resolved immediately. Some violence is not even judged as sexual violence such as catcalling, which is the utterance in loud voices that have sexual characteristics such as shouting, commenting to women passing by on the streets, or whistling, poking, and holding certain body parts. These three arguments further strengthen the handling and prevention of sexual violence on campus. However,

the challenges faced in handling SV cases are multi-layered and must be faced from the outermost layer to the innermost layer.

CONCLUSION

The triggering factors for sexual violence on campus. First, Sexual Violence is considered an unimportant matter to talk due to sensitive issue and related to someone's personal matter. The issue of gender inequality between the victim and the perpetrator due to a very strong patriarchal culture, and lack of understanding the impact of risk-taking behavior, while Media, the growing technology, surfing the internet more and more easily including access to porn and information about sexualities, violence and gender related discrimination. These can trigger negative thoughts, resulting in uncontrollable sexual desire/attraction. Secondly, the most frequent efforts to introduce PHSV before PermendikbudRistek No.30 of 2021 can be categorized through seminar, workshop and Campus Social Media. After the ministerial regulation was officially ratified, related stakeholders made an effort to establishing a task force in accelerate the policy in higher education setting. This is required by the minister so that every university is obliged to form a task force. Furthermore, the challenges of the existing curriculum in integrating the issues of SV are vary such as controversial understanding of the issue of SV and still pro-con among the academic communities. Therefore, the SV issues become a joke in lectures and making student body parts as jokes.

RECOMMENDATION

There is a need to disseminating the information of SV among University communities. Secondly, there is a need to introduce the new policy of PHSV, PermendikbudRistek No.30, 2021 and prevention and handling perspective through the integration of the SV concept into actual curriculum, instead of being a hidden curriculum.

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