



The Development of Social Studies Learning Based on Technology: Theme of Sexual Harassment in Academic Environments Through Podcasts

Nasution¹(✉), Warsono², Sarmini², Sugeng Harianto³, Wisnu⁴,
and Faridatul Lailiyah¹

¹ Department of Social Studies Education, Postgraduate, Universitas Negeri Surabaya,
Surabaya, Indonesia

nasution@unesa.ac.id

² Department of Pancasila and Citizenship Education, Universitas Negeri Surabaya, Surabaya,
Indonesia

³ Department of Sociology, Universitas Negeri Surabaya, Surabaya, Indonesia

⁴ Department of History Education, Universitas Negeri Surabaya, Surabaya, Indonesia

Abstract. Learning innovation can be done one of them through learning media. In the last two years, podcasts have become a medium that is being discussed by many parties, including academics. Seeing these opportunities, this research tries to develop learning innovations through podcasts as learning media. The chosen theme is “sexual harassment in the campus environment”. Data was collected using a questionnaire on 196 students in the city of Surabaya after the Podcast was aired. Data were analyzed based on the results of the questionnaire with an assessment of 5 = very good, 4 = good, 3 = enough, 2 = less, and 1 = very poor. Based on the results and discussion of this research, it can be concluded that the development of learning media through Podcasts can attract the attention of students in the city of Surabaya during the learning process. This is assessed by students when the Podcast; 1) not boring, 2) current topics, 3) material for discussion, 4) add knowledge, and 5) stimulate critical thinking. Besides that, it can also be used as a medium in social studies learning through social issues that are being discussed. It is hoped that the idea of developing learning media through podcasts can be integrated into other learning.

Keywords: Social Studies · Learning Media · Sexual Harassment · Academic Environment · Podcast

1 Introduction

The study of sexual harassment in higher education has been in the spotlight in various countries and has become an epidemic throughout the higher education system [1]. In 2018, the University of Texas at Austin, United States stated that from 16,754 students who filled out online studies related to sexual harassment by lecturers/staff or colleagues,

© The Author(s) 2023

Meilinda et al. (Eds.): SULE-IC 2022, ASSEHR 731, pp. 290–299, 2023.

https://doi.org/10.2991/978-2-38476-010-7_31

19% of students reported experiencing sexual harassment from lecturers/staff and 30% reported experiencing harassment from friends. Peers [2]. In addition, in 2021, one of the UK psychology departments stated that there were 716 staff and students from three countries, namely Indonesia, Singapore, and the UK who participated in the online study, stating that there were similarities in the predictors of perceived barriers in the acceptance of sexual violence against observer interventions in three countries [3].

Meanwhile, the Czech Republic shows the prevalence of sexual harassment in higher education [4, 5]. There were 74% of students experienced sexual harassment and it was found that victims experienced some form of sexual harassment during their lifetime [6]. The US National Academies of Science, Engineering, and Medicine report states that there are 50% of several faculties and 20–50% of students who have reported acts of sexual harassment and the data says 40% of them choose not to report or not disclose to anyone [7, 8].

In Indonesia, the rise of sexual harassment cases in the academic environment has been in the spotlight in the last two years. This is marked by an increase in cases of sexual harassment reported by the Indonesian Women's National Commission in 2021; as many as 299,911 cases. This number has doubled from the number of cases in 2020. This increase is directly proportional to the data on case submissions from 2019 to 2021; 1,413 complaints in 2019, 2,389 cases in 2020, and 4,500 cases in 2021. Several cases have occurred in the academic environment. In fact, this incident is counter to the public's stigma that the academic environment is considered a safe place. Moreover, in 2022, there were cases of sexual harassment that occurred in a religion-based academic environment and then spread to universities [9].

Although not new, a series of cases has become a bad experience for victims in educational institutions. Responding to these events, universities are responsible for implementing the prevention and handling of sexual harassment cases in the academic environment according to the Regulation of the Minister of Education, Culture, Research and Technology Number 30 of 2021 in the learning process. Social Studies as a scientific discipline that has high sensitivity to the dynamics of community development [10] is expected to be a means for students in schools and for the community to increase awareness of sexual harassment and awareness of gender equality.

Social studies education aims to equip students with the knowledge, attitudes, and skills to become good citizens. It requires the ability to interact based on knowledge, skills, ethics, and ethics in society. One of the instruments for implementing sustainable development in the field of education is to innovate development in content, instruments, and regulations in the regulation of an education system. The government hopes that social studies learning will be able to produce the next generation of the nation that has the potential for a productive, creative, innovative, and affective spirit through attitudes, skills, and knowledge [11]. Podcasts are expected to convey various information related to sexual harassment and updates on learning media in the classroom. Podcasts have four main characters, namely episodic, download, streaming, and segmented [12]. The topics in podcasts are diverse and sometimes also function as public media, such as The New York Times and Gimlet Media, both of which pack news and information-oriented podcast content [13]. Therefore, the development of social studies, learning media with podcast media is important to do as the main source of information for

listeners, especially for students in understanding matters related to sexual harassment in the university environment.

2 Method

The research method used in this study is a Qualitative Description. The focus of this research is the development of technology-based social studies by learning the media through podcasts. The reasons for developing learning media using Podcasts are 1) one of the media that is getting public attention, especially for students; 2) content that is contemporary, easy to digest, and relaxed is easier for students to accept; and 3) the use of technology in learning is an important thing to do in this 5.0 era. The chosen theme comes from the integration of social studies learning with the reality that is currently being discussed in various media.

Data was collected using interview techniques through podcast learning media. The subjects of this study were students in the city of Surabaya. The data were analyzed using a questionnaire after broadcasting the podcast with an assessment; 5 = very good, 4 = good, 3 = enough, 2 = less, and 1 = very poor. The results obtained are then collaborated with literacy studies from various sources as a reinforcement of the learning media innovations that are being developed.

The goal is to provide socialization for prevention and handling in the event of sexual harassment in the campus environment. In addition, it can be a tool in the success of a test achievement and also the basic application of, a sustainable educational development, as well as implement the fifth SDGs goal, namely gender equality.

3 Result and Discussion

Research on sexual harassment that has been carried out in various countries, including Indonesia, has been widely carried out and provides a general picture that sexual harassment is defined as an “aggressive” act or speech aimed at degrading the dignity of the victim. Lack of understanding about sex triggers cases of sexual harassment. Sexual education is a study that is still taboo in general. Parents and educators are still reluctant to provide sexual education from an early age. This research began with the large number of sexual harassment rates in Indonesia, so that gender equality-based learning is important to be implemented in social studies learning through learning media innovations such as podcasts. This is considered important to be intensified in academia in order to provide a better understanding and prevent deviant behavior related to sex.

3.1 College vs Sexual Harassment: Podcast Edition

This study focuses on sexual harassment that occurs in the campus environment. Therefore, the knowledge and discourse that emerged came from research informants from academia, namely students, educators, and teaching staff. The results of a survey by the Director General of Higher Education at the Ministry of Education, Culture, Research, and Technology in 2021 stated that 77 percent of sexual violence occurred on campus.

Women's national commission annual records in 2021 show that higher education is the level of education where there are many cases of sexual violence and discrimination. Cases that were reported during 2015–2021 noted that colleges or universities ranked first with a presentation of 27%, followed by Islamic boarding schools or education based on 19% and SMA/SMK in third place with 15%.

There are several things that affect the knowledge of individuals and groups about sexual harassment, including: 1) reading references; 2) social environment; 3) social sensitivity; 4) educational background; and 5) dissemination of regulations governing sexual harassment. First, reading reference is the main factor in constructing an event or action that influences the next action. Second, the social environment, a place where an individual or group conducts social interactions both on a narrow scale (family, close relatives) and on a broad scale (friends, work, business relations, etc.).

Third, social sensitivity, personal self-awareness that arises when a person has previous experiences or forms of concern for the environment in which he is located. This sensitivity can arise from previous sources of knowledge, namely reading references. Fourth, educational background, a person's experience to gain knowledge and determine someone to choose a certain perspective determining an event. Fifth, knowledge related to sexual harassment is determined from the socialization carried out by the authorities in the community, either directly (FGDs, seminars, workshops, etc.) or indirectly (using social media). The explanation was revealed from the statement of one of the informants of this research.

"...not everyone understands well about sexual harassment itself, all of it is formed from reading references, social environment, social sensitivity, educational background, and socialization related to regulations that contain these are also important things," said P, a lecturer at a university in Surabaya.

"These five things can be used as benchmarks to find out something, including sexual harassment," he added.

During January to July 2022, KPAI Commissioner Retno Listyarti said there were 25 cases in the Ministry of Education and Culture's jurisdiction and 75% in education units under the auspices of the Ministry of Religion. In the city of Surabaya itself, in semester 1 of 2022, various public and private universities reported incidents of sexual violence with a victim's age range of 18–24 years. In addition, there are as many as 63 percent of victims or parties who are aware of the actions outside these limits do not report cases to the authorities.

According to one of the informants in this study, the reasons the victim or those who knew about the incident did not report the case to the authorities were 1) intimidation from the perpetrator to the victim, 2) psychological disturbance of the victim; 3) the powerlessness of the victim to fight and act more; 4) consider the incident a disgrace that must be covered up; and 5) lack of support from the victim's environment to report the incident. The statement was stated by one of the volunteers for the prevention and handling of sexual violence by students in a talk on a research podcast on 22 September 2022 at the Unesa Social Sciences Education Undergraduate Study Program Laboratory (Fig. 1).

"...from the data that I have seen, read, and heard from one of the victims told me that the reason the victim did not report was; 1) fear of meeting the perpetrator; 2)



Fig. 1. Podcast Documentation 22–9-2022



Fig. 2. Podcast Documentation 22–9-2022

there is intimidation from the perpetrator; 3) lack of support from family, friends, or the environment where he is; 4) ostracized from the circle of friends or family because it is considered a disgrace; 5) can not fight; and 6) don't know what to do..." said a 23-year-old woman from Jombang (Fig. 2).

"...support from the environment, family is very important. So, if you encounter a case like this, embrace it and don't shun it because they need to be heard, don't ever blame the victim because the victim doesn't want to be treated like that either," added the young lecturer who became the PPKS Unesa Task Force.

This condition shows that the university is at an emergency level in cases of sexual violence and the facts show that there are limitations to students understanding sexual harassment. This was stated by Mrs. Putri as the PPKS Task Force from the State University in Surabaya.

"... we, including students, have recently failed to understand sexual harassment itself. The underlying thing is that there is still omission of actions which are actually forms of sexual harassment. Call it catcalling or "suit", even greeting others with a certain tone is also included in sexual harassment. However, the reality is that people still think it's normal..." explained Putri.

The sexual harassment that often occurs in the campus environment is verbal, non-verbal harassment, and acts of coercion to have sex. Generally carried out by the more powerful parties. "...this case is very close to us, so we don't realize that people we meet on a daily basis could be victims of perpetrators who have more power than the victim," said R. In fact, the impact of the incident was truly extraordinary. Normal. It's like a time bomb ready to explode when it can't withstand the wind. Initially, the victim felt humiliated, withdrew, dropped dramatically in academic achievement, became depressed, and

dropped out. They choose to leave the zone to avoid deeper psychological pressure and discomfort when they meet the perpetrator [15].

Several previous research results clearly state that the perpetrators could come from teaching staff / lecturers, education staff, and colleagues. In fact, this is reinforced by Foucault and Gordon in the study of the power relation of knowledge. According to the perspective of Foucault and Gordon (1980), it states that acts of sexual harassment are not just sexual activities that violate social norms, but the perpetrators make justifications (ideology) and build a discourse that what is being done is the right thing. The relationship between teaching staff (and education staff) and students actually cannot be understood in a hierarchical structure, but rather as a power relation of knowledge. Power operates in the knowledge consciousness network and its power goes hand in hand to dominate, control and occupy the body [16].

In fact, the impact of this incident was extraordinary. It's like a time bomb ready to explode when it can't withstand the wind. Initially, the victim felt humiliated, withdrew, dropped dramatically in academic achievement, became depressed, and dropped out. They choose to leave the zone to avoid deeper psychological pressure and discomfort when meeting the perpetrator. Especially if you have to experience the incident over and over again with the same perpetrator.

So, what can be underlined is that sexual harassment occurs because of three important variables, namely power, social construction, and the target of power. Inequality of power relations between perpetrators and victims is a strong reason for sexual harassment. The social construction in the patriarchal cultural tomb that places men as "superior" and women "submissive" is ultimately used as an alibi for the perpetrators to justify sexual harassment. The latest case was revealed, the emergence of a culture of victim-blaming or commonly called self-righteousness and switching to blaming the victim is also a trigger for sexual harassment.

3.2 Podcasts as Learning Media

The existence of the Regulation of the Minister of Education, Culture, Research and Technology Number 30 of 2021 concerning the prevention and handling of sexual violence in universities through the PPKS task force is expected to be able to provide protection and treatment for victims. The development of technology-based learning media is the right solution for disseminating new information, policies, and sanctions for perpetrators.

Podcasts are considered appropriate for learning media development because, based on the Mobile Survey Platform in 2018, it was stated that 2,023 smartphone users, 67.97% of respondents knew and knew about podcasts. 65% of them are interested in podcast content and 62.69% of them argue that podcasts have access flexibility and attractive packaging [17]. In addition, from 2021 until now, podcasts have been ranked as the top choice of information sources for the public.

The following is the data from the questionnaire after broadcasting the podcast as a learning medium to 196 students in the city of Surabaya (Table 1).

Based on the data contained in the table, it shows that students in the city of Surabaya agree that podcasts can be used as learning media to create innovation and creativity in the learning process. The theme follows the problem being discussed and adapted to the

Table 1. Data from questionnaire

Indicator	Questions	Values				
		5	4	3	2	1
1. Podcast Materials	The suitability of the content of the material with the learning objectives	43,4%	55,6%	4,1%	0,5%	-
	The suitability of the material with the level of knowledge of students	38,8%	56,6%	5,1%	0,5%	-
	Clarity of Podcast Material	36,2%	56,1%	7,7%	1%	-
	Student understanding of Podcast material	28,6%	63,3%	10,2%	0,5%	-
	The suitability of the material with current issues in the campus environment	43,9%	50,5%	6,6%	0,5%	-
	Resource suitability with Podcast material	37,2%	56,6%	6,6%	1%	0,5%
	The suitability of the material with the selected learning media, namely podcasts	32,1%	60,2%	9,2%	-	-
2. Language	The use of language does not lead to multiple interpretations	23%	57,7%	19,4%	1,5%	-
	Use of communicative resource person	30,6%	58,2%	11,2%	-	-
	Use of communicative Podcaster/Host language	27,6%	59,7%	13,8%	-	-
	The use of language is easy to understand	32,7%	57,7%	11,7%	0,5%	-
3. Execution	The accuracy of the material with the learning media used	30,6%	60,2%	10,7%	-	-
	Ability to use learning media repeatedly	24,5%	59,2%	15,3%	1,5%	0,5%
	Advantages over existing learning media	24%	60,2%	16,3%	-	-
	The attractiveness of presenting learning media	28,1%	53,6%	17,9%	2%	0,5%

(continued)

Table 1. (continued)

Indicator	Questions	Values				
		5	4	3	2	1
4. Audio Visual Display	Voice clarity from Host and Resource Person 1	23%	54,1%	20,4%	3,1%	0,5%
	Voice clarity from Host and Resource 2	22,4%	55,1%	20,4%	5,1%	-
	Compatibility of display color selection	20,4%	58,7%	18,4%	3,6%	-
	The suitability of the selection of podcast shows on YouTube	30,1%	56,6%	12,8%	1,5%	-
	Appropriate music selection at the beginning of the video	17,3%	67,3%	15,8%	1,5%	-
	The suitability of choosing the background (background) on podcasts	18,4%	61,2%	17,9%	4,1%	-
5. Device Engineering	Creativity and innovation in learning media	30,6%	58,7%	10,2%	1,5%	0,5%
	Ease of access	39,3%	51,5%	10,2%		
	Opportunities for developing learning media on the development of science and technology	35,2%	57,7%	8,2%	-	0,5%

Values: 5 = Very good, 4 = Good, 3 = Enough, 2 = Less, and 1 = very poor

learning material. There were 58.7% of students who rated the creativity and innovation of the podcast as good, and 30.6% of students rated it very well. The reasons for this assessment were 1) not boring, 2) current topics, 3) material for discussion, 4) added knowledge, and 5) stimulate critical thinking.

4 Conclusion

Based on the results and discussion of this research, it can be concluded that the development of learning media through Podcasts can attract the attention of students in the city of Surabaya during the learning process. This is assessed by students when the Podcast; 1) not boring, 2) current topics, 3) material for discussion, 4) add knowledge, and 5) stimulate critical thinking. Besides that, it can also be used as a medium in social studies learning through social issues that are being discussed. It is hoped that the idea of developing learning media through podcasts can be integrated into other learning.

Acknowledgements. Acknowledgments submitted to the Rector of State University of Surabaya, which has provided funding of research, with the Rector Decree No. 664/UN36/HK/PP/2022 Dated June 20, 2022, regarding the Determination of Policy Research Recipients of the Postgraduate, State University of Surabaya, PNBP Funds for 2022.

Authors' Contributions. Nasution acts as a research concept maker a constructs publication writing.

Warsono and Sarmini acted as concept makers of the research instrument.

Sugeng Harianto and Wisnu acted as research data collectors.

Faridatul Lailiyah acted as editing publication writing.

References

1. F. Bondestam, M. Lundqvist, Sexual harassment in higher education – a systematic review, *European Journal of Higher Education*, (2020).
2. W. Leila, S. Hoefler, M. Kammer-Kerwick, J. R. Parra-Cardona, N. Busch-Armendariz, Sexual Harassment at Institutions of Higher Education: Prevalence, Risk, and Extent, *Journal of Interpersonal Violence* 36(9–10) (2021) 4520–44.
3. M. Lyons, G. Brewer, I. Bogle, J. C. Caicedo, M. Gaspar, C. Ghayda, M. Huelin, T. W. Liang, L. Centifanti, Barriers to Bystander Intervention in Sexual Harassment: The Dark Triad and Rape Myth acceptance in Indonesia, Singapore, and United Kingdom, *Journal of International Violence* (2022) 1–24.
4. M. Vohlídalová, The Perception and Construction of Sexual Harassment by Czech University Students, *Sociologický časopis/Czech sociological review* 47 (6) (2011) 507-529.
5. I. Smetáčková, P. Pavlík, Sexuální obtěžování na vysokých školách: teoretické vymezení, metodologický přístup a výzkumné výsledky. *Sociologický časopis/Czech Sociological Review* 47(2) (2011) 361–386.
6. M. Vohlídalová, Coping Strategies for Sexual Harassment in Higher Education: An Official Action May Harm you in the End More than if Someone Slaps your Butt, *Sociológia* 47(3) (2015) 297-316.
7. A. Kirkner, K. Lorenz, L. Mazar, Faculty and staff reporting & disclosure of sexual harassment in higher education, *Gender and Education*, (2020)
8. A. Karami, C. N. White, K. Ford, S. Swan, M. Y. Spinel, Unwanted advances in higher education : Uncovering sexual harassment experiences in academia with text mining. *Information Processing and Management* 57 (2020) 102167.
9. R. Elindawati, Gerakan #MeToo Sebagai Perlawanan Kekerasan Seksual yang Dialami Perempuan di Indonesia, *AL-WARDAH: Jurnal Kajian Perempuan, Gender dan Agama* 15(1) (2021) 17–31.
10. Marhayani, D. Anika, Pembentukan Karakter Melalui Pembelajaran IPS, *EDUNOMIC : Jurnal Ilmiah Pendidikan Ekonomi* 5 (2) (2017) 67-75.
11. B. Byker, E. Jon, V. Vainer, Social Studies Education in Argentina: Hacia Una Ciudadania Global?, *The Journal of Social Studies Research* 44(4) (2020) 355–65
12. D. Nadana, N. F. Ernungtyas, Strategi Storytelling, Spreadability, dan Monetization Podcast sebagai Media Baru Komedi, *Jurkom: Jurnal Riset Komunikasi* 3(2) (2020) 1140-1160.
13. P. Aufderheide, D. Lieberman, A. Alkhallouf, J. M. Ugboma, Podcasting as Public Media: The Future of U.S. News, Public Affairs, and Educational Podcasts, *International Journal of Communication* 14(2020) 1683-1704.

14. M. Umi, Sexual Harassment In Education Institutions: College Students' Sexually Abused Experience And Its Impact On Their Live, *Musāwa* 20 (1) (2021) 97-107
15. F. Michel, C. Gordon, *Power/Knowledge: Selected Interviews and Other Writings*, New York : Pantheon Books, 1980.
16. C. Bella, R. Oktavianti, Strategi Digital Public Relations Pegiat Podcast dalam Membangun Brand Engagement (Studi Kasus dalam Podcast Duo Budjang), *Prologia* 3(2) (2019) 532-538.
17. Imarshan, Idham, Popularitas Podcast Sebagai Pilihan Sumber Informasi Bagi Masyarakat Sejak Pandemi Covid-19, *Perspektif Komunikasi : Jurnal Ilmu Komunikasi Politik dan Komunikasi Bisnis* 5(2) (2021) 213-221.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

