Building a Safe Educational Environment from Sexual Violence in the Perspective of Teacher-Prospective Students

Oksiana Jatiningsih(✉), Alifia Widianti, and Arzeti Zalza Bilbina

Universitas Negeri Surabaya, Surabaya, Indonesia
oksianajatiningsih@unesa.ac.id

Abstract. Sexual violence is till becomes problems nowadays. This became more of a concern when it was revealed that sexual violence tends to occur in the campus environment. This topic becomes a part of the discussion topics in the Gender and Education class. Based on this, the problem answered in this paper is how students view sexual violence? What solutions can be done to build a safe learning environment for sexual violence? This study was conducted on students who are taking Gender and Education courses at Study Program of Pancasila and Civic Education (PPKn) in Universitas Negeri Surabaya. Data mining was carried out through discussion activities and open questionnaires during the lecture period, which were then analyzed qualitatively. Based on the data collected, it can be stated that sexual violence does not merely reflect the phenomenon of injustice, but is more of a gender-based injustice, so that women are the victims more. On campus, sexual violence also occurs because of unequal power relations between lecturers and students. Therefore, the solution that can be done is to strengthen awareness that respects each other between individuals and creates equal relations, especially between lecturers and students, as well as men and women. In particular, gender education for prospective teachers is very useful in building this awareness as a provision to build a learning environment that is free of sexual violence. Gender understanding and sensitivity by all individuals is a modality to form a safe educational environment. Therefore, continuous efforts to carry out gender deconstruction through gender education really need attention.

Keywords: gender education · teacher-prospective students · sexual violence · safe educational environment

1 Introduction

He success of women entering the public sphere does not always reflect equal and fair conditions between men and women. Many studies reveal the success of women involved in the public sector such as the success of women entrepreneurs in Yogyakarta [1], the success of female village heads in Madura [2], the involvement of women in politics [3]. However, there are also many problems related to gender inequality and injustice in other spheres of life, such as violence. The phenomenon of domestic violence still occurs a lot, as well as sexual violence in the world of education.

The Ministry of Education and Culture defines sexual violence as Regulation of the Minister of Education and Culture 30/2021: Sexual violence is any act of degrading, insulting, harassing, and/or attacking a person's body, and/or reproductive function, due to inequality in power relations and/or gender, which results in or can result in psychological and/or physical suffering including those that interfere with a person's reproductive health. And lost the opportunity to carry out higher education safely and optimally. (https://merdekadarikeKerasaan.kemdikbud.go.id/keKerasaan-sexual/ accessed on 7 June 2022) [4]. Meanwhile, [5] sexual violence is defined as an act that leads to sexual solicitation/intrusion such as touching, touching, kissing, and/or taking other actions that the victim does not want, forcing the victim to watch pornographic products, sexual jokes, remarks - remarks that are demeaning and harassing by referring to the gender/sex aspect of the victim, forcing sex without the victim's consent with physical violence or not; forcing to engage in sexual activities that are not liked, humiliating, hurting or injuring the victim [6]. Therefore, if sexual violence occurs, the impact will not only place the victim as a party that is greatly disadvantaged in the present, but also for her life in the future. Psychologically and physically disturbed, as well as the development of his potential which could impact on his chances of achieving success and a good life in the future.

A safe educational environment guarantees that those who are studying in that environment feel peaceful, comfortable, and are not threatened physically, psychologically, and socially in carrying out the learning and learning process. A safe school is a place where the business of education can be conducted in a welcoming environment free of intimidation, violence and fear). Education units including friendly campuses will be able to develop the interests, talents and abilities of children (students) and prepare them to be responsible for a life of tolerance, mutual respect and cooperation for progress and a spirit of peace. In this situation, of course they become calmer, not afraid, and not worried, so they can concentrate more on developing their own potential, so that potential also gets space to develop optimally. Unfortunately, the world of education is not completely free from the threat of violence. Based on the data in Fig. 1, it can be observed that the educational environment has not become a safe learning arena for students. Even though the number of cases will decrease in 2021, it can be argued that sexual violence is still a threat in the educational environment at various levels and types of education.

Based on Fig. 2, it can be seen that violence occurred at almost all levels and types of education. If viewed from the level of education, there is a tendency that the higher the level of education, the higher the chances of sexual violence occurring. As shown in Fig. 2, cases of sexual violence at the university level occupy the highest position, namely 14 cases in 2020. Based on a survey conducted by Jewkes, Sen and Garcia-Moreno of 76 PT managers in Indonesia in 2020, 75% of respondents stated that cases of sexual violence had occurred on their campuses. Sexual harassment, including: physical sexual harassment, verbal, gestures, written, psychological, rape, sexual intimidation, and so on, with perpetrators ranging from students, employees, to lecturers [8]. This data shows that higher education is not yet a safe place for self-development. Based on the data of the National Commission for Women for 2020, the number of violence in tertiary institutions actually ranks highest among other levels of education.
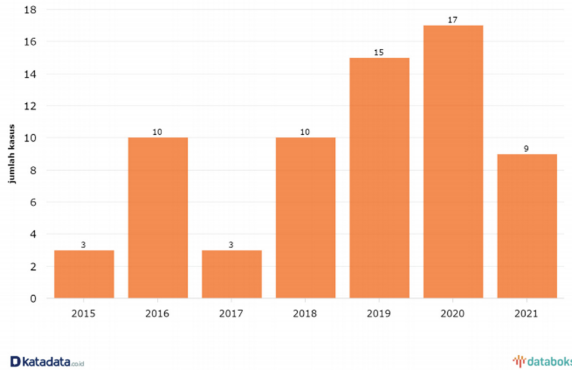
Fig. 1. Cases of Sexual Violence in Educational Environments
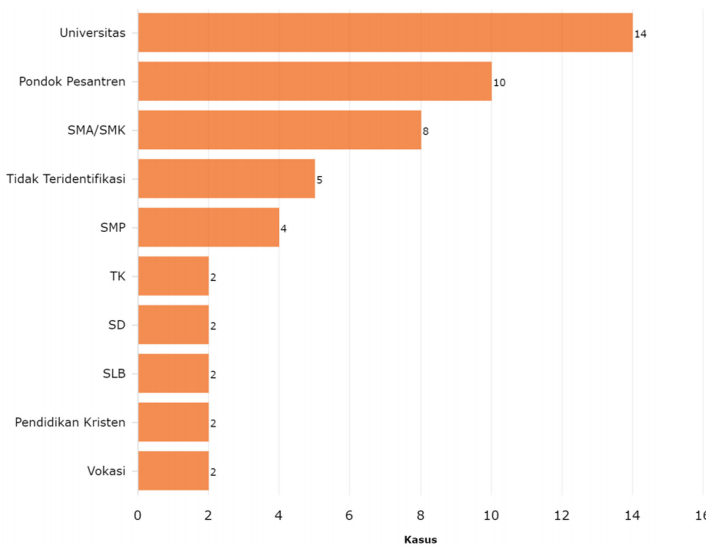
Sumber : Komnas Perempuan, 2020

Fig. 2. Jumlah Kasus Kekerasan Seksual pada Berbagai Jenjang Pendidikan

In general, what distinguishes sexual violence from other types of violence is that it has a very large and profound impact on victims, but it is the most difficult to prove. Violence is aggressive behavior with the intent to cause harm (physical or psychological) [9]. The consequences of sexual violence experienced by victims are: behavioral disturbances characterized by laziness to carry out daily activities; impaired cognition, characterized by difficulty concentrating, not focusing while studying, often daydreaming and brooding alone; and emotional disturbances, characterized by mood and mood disturbances and self-blame [10]. Other studies reveal that the psychological impact of sexual violence can cause victims to become traumatized and experience depression so

they can make the decision to end their own lives, victims feel ostracized and want to avoid the situation they are experiencing [11]. The results of this study are relatively the same as research conducted much earlier by MS Magazine [12] showing that 30% of women who were identified as experiencing rape intended to commit suicide, 31% sought psychotherapy, 22% took self-defense courses, and 82% could not forget. After experiencing sexual violence, the subject experienced a change in behavior, became more withdrawn, irritable, hurt himself, liked to be alone, felt worthless and away from his friends.

The commitment of the ministry of education and culture in strengthening the creation of an educational environment that is safe and anti-sexual violence can be observed through the issuance of formal rules to prevent sexual violence, namely the Minister of Education and Culture Regulation on Prevention and Handling of Sexual Violence in Higher Education Environments (https://merdekadarikerasan.kemdikbud.go.id/kerasaan-sexual/ accessed on 10 June 2022).

2   Problem of Research

Based on this background, the question to be answered in this paper is how do students view the issue of sexual violence that still occurs a lot on campus? What solutions can be done to build a safe learning environment for sexual violence?

3   Research Focus

Gendered sexual practices are not as the products of women's and men's predetermined and 'biological' nature, but as the products of society that is characterized by unequal power relations between men and women [13]. Several previous studies have shown that in cases of violence, the victims, most of whom are women, do not yet have a strong position to receive protection. This is caused by the old culture and values that are not in favor of the victims. The attitude of blaming the victim and asking for evidence other than the victim's confession is something that many victims experience, so that victims are reluctant to disclose the cases they experience. This is even more serious, because there is a habit of blaming the victim when he experiences violence, especially when he cannot prove it properly.

Cases of sexual violence in tertiary institutions are an interesting issue to study, because not only have they recently received attention from the government with the issuance of regulations regarding sexual violence through Permendikbud 30/2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Environments. But it also turned out later that the case was sticking out to the surface to get treatment [14].

4   Methodology of Research

This study was conducted on 40 students who were programming the Gender and Education course. The focus of this research is the students' views on sexual violence and solutions to overcome them. The data were collected through discussion activities (FGD)

and open questionnaires. The topic of sexual violence becomes a part of the discussion topics in the Gender and Education class. The data were analyzed qualitatively.

5   Results of Research

If we take a closer look at the acts of sexual violence that occur on campus, women tend to become victims of violence. Why do women tend to be victims of violence? Differences between women and men due to gender actually give birth to injustice in the form of subordination, domination, discrimination, marginalization, stereotypes. This form of injustice is the main source of violence against women [15]. Therefore, a fundamental factor in any analysis of violence against women is gender values, because violence against women both reflects and determines gendered social structures. Bagas said, "The gender problem that is quite serious at the moment is how men look at women in one eye in any sector. Both in terms of social, economic and cultural. This causes women to feel discriminated against even though it is not done harshly."

Sexual violence does not merely reflect the phenomenon of injustice, but is more of a gender-based injustice, so that women are more victims. The passivity, resignation, and powerlessness of women is a problem that makes many women victims and objects. "The way people perceive when there is a problem of violence or something else with women as objects, then there are still many cases where women are seen as a source of problems. This can't be happening." This was stated by Bagas, who was later supported by many other students. The unequal women and men are the root of the problem why sexual violence makes women victims. Because of this, sexual violence is not just a process of discomfort experienced by a woman, but rather is caused by the unequal relationship between men and women. "This is a gender issue," said Tiara. Hafiz revealed, "The impact of patriarchal gender socialization can be seen from the phenomenon of marginalization of women, subordination because women are seen negatively, emotionally, irrationally, unable to lead, stereotypes and violence both physically and psychologically-mentally (gender-related violence)."

Moreover, Alifia revealed, "We can focus the socialization process in a small scope, for example in the family, then be proactive in community outreach (for example through online campaigns in cyberspace and social media platforms such as Instagram). The same thing was stated by Arzeti, that the family plays an important role in the process of gender socialization in children, which is followed by socialization at the school level.

According the discussion topic, Prabawa revealed, "We can focus the socialization process on a small scale, for example in the family, then be proactive in community outreach (for example through online campaigns in cyberspace and social media platforms such as Instagram). Apart from positive reinforcement through campaigns, we can also fight patriarchal culture by admonishing and also educating people who harm others and have patriarchal thoughts. We as a society must have the courage to speak up, unite voices, provide assistance, and support oppressed groups." In this case each individual will have their respective roles to change the social order.

Alifia said, "In addition to positive reinforcement through campaigns, we can also fight patriarchal culture by admonishing and also educating people who harm others and have patriarchal thoughts. We as a society must have the courage to speak up. Regarding

the role of the teacher, Arzeti stated," teachers have a strategic role in internalizing character values in the school environment. Internalization of character values in students is not only done in giving material but also through habituation. Therefore, it is important for prospective teacher students to gain learning experience about gender." Irma stated further, "maximizing the role of schools where schools are formal institutions in the field of education that are closest to students. Schools must be able to make a policy and develop a school culture in which they participate in supporting gender equality."

6   Discussion

Special efforts aimed at building new equal relations between men and women really need to be done. Without it, the chain of relations of injustice will continue to be maintained. In that process, it is believed that education can change a person's mindset in order to have gender awareness [16]. Organizing special classes in the form of weekend classes "Gender-Based Violence in the Campus Environment" has been effective in increasing participants' understanding of gender-based violence in the campus environment [17]. This is closely related to campus social responsibility. Campus responsibilities include the community outside the campus, inside the campus, and also the future of human life [18].

In order to create a student-friendly campus, structurally and culturally responsible educational institutions (campuses) need to carry out active outreach about sexual violence [19]. It was further stated, that universities need to create a student-friendly academic culture from violence through easily accessible communication and information and education on prevention of sexual violence through learning that is responsive to issues of sexual violence.

Through education each individual forms and forms his mindset which is oriented towards the values of equality. Sexual violence in universities is caused by a combination of three important variables such as power, social structure, and the purpose of power which can lead to sexual violence [20]. Victims and perpetrators of sexual violence in universities have always had an unequal relationship. The victim is powerless because of the power possessed by the perpetrator. In addition, the culture of "victim blaming" that many victims of sexual violence experience is also one of the elements that contributes to the occurrence of sexual violence [19, 21]. Victim blaming is an act of blaming the victim is an attitude that shows that it is the victim who is responsible for sexual violence experienced, not the perpetrator. Blaming the victim occurs when the victim is assumed to have done something to provoke or cause sexual violence through his actions, words or clothing. Some barriers still exist in the social acceptance of individuals who experience sexual violence by college students [22]. Women as victims of violence are often seen as bad individuals, so they are often avoided or alienated [23, 24]. The issue of violence does not seem to be seen as a problem of inequality of power relations from a gender or other point of view [7] the issue of ethical moral violations that especially experienced by women.

Awareness that sexual violence occurs because of unequal power relations between men and women. Here, the importance of presenting the Power of Gender Education to change unequal relations becomes equal.

1. Building an understanding of gender. Knowledge of the egalitarian and justice relations between men and women. The understanding of teachers or educators who are still gender biased has an impact on their difficulties in teaching the meaning of gender equality to students. In addition, teachers can also be role models for students at school. Therefore, educators are expected to have an understanding of gender equality [16]. Conversations around gender demonstrated the ways that expansive understandings of gender could be instrumental in transforming the very nature and direction of sexual violence prevention education [25].
2. Building gender sensitivity. Students learn to build sensitivity to cases of injustice that occur in society. A person can learn to position himself as an individual who is a victim of sexual violence. In this position, the reaction shown is an attitude of empathy for the suffering experienced by others and not blaming the victim.
3. Building students' skill to be able to socialize gender equality to their students [16]. Thinking on the side of gender capacity to find solutions to gender problems. Gender capacity shows a person's skills and abilities in making decisions and acting based on the values of gender equality and justice. It is this skill that leads a person to act quickly when he sees gender issues, including sexual violence.
4. Building gender egalitarian values as gender morals in education. Gender morals to respect each other between men and women will reduce or even eliminate attitudes of disrespect and practice. Teachers who are 'gender aware' will the victim must be part of a new way of thinking in understanding the problem of violence in tertiary institutions. Using a way of thinking that does not place the victim as the cause of violence is important to do. Feminist logical approach in looking at the issue of sexual violence in tertiary institutions is to restore a perspective that is pro-victim so that it can provide justice in handling cases of sexual violence at the tertiary level [26].

Individual Awareness becomes a social modality to build a safe learning environment. In the process, strengthen awareness that respects each other between individuals and creates equal relations. Here, gender understanding and sensitivity by all individuals become a modality to form a safe educational environment. In particular, gender education for prospective teachers is very useful in building this awareness as a provision to build a learning environment that is free of sexual violence. In the future, prospective teachers having gender capability will be able to build a safe educational environment. This is stronger if their learning experience is coloured meaningful experience to learn gender in order to build egalitarian gender relations and a safe learning environment based on the values of gender. Finally, gender education is a conscientization process for prospective teachers to build awareness to create a learning environment that is free of sexual violence. It can be concluded that gender understanding and sensitivity by all individuals is a modality to form a safe educational environment. It can be concluded that continuous efforts to carry out gender deconstruction through gender education really need attention to run for the prospective teachers.

7   Conclusions

Sexual violence is not just violence against women. This violence is more of a gender-based violence. Therefore, in creating a safe learning environment in tertiary institutions, it is very necessary to build individual awareness. With this building, social awareness

will be formed and shared responsibility for creating a safe learning environment in tertiary institutions can be achieved. For the purpose, Gender education to build gender knowledge, awareness, sensitivity, and skills is needed to build a life that is gender equal and free from sexual violence.

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