



What Do Students Know About Sexual Violence on Campus?

A Survey of Sexual Violence at the Polytechnic STIA LAN Bandung, West Java Indonesia

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Abstract. Cases of sexual violence on campus has been rampant in Indonesia. In 2020, a survey conducted by the Directorate General of Higher Education, Ministry of Education and Research, showed that around 77 percent of lecturers admitted that there was sexual violence on campus. The case of sexual violence on campus is not only a matter of criminality but it is unbalanced gender relations, including the weakness of regulation and policies that are less responsive to gender-based violence that is becoming increasingly acute on campuses in Indonesia. So far, the campus response has only stretched after the issuance of Ministry of Education and Culture Regulation No. 30 of 2021 concerning the Prevention and Handling of Sexual Violence and the Higher Education Environment on campus. However, until now there has been a lack of systematic survey of sexual violence, especially those that are experienced by students on their campus. To map and understand cases of sexual violence, a survey is necessary for dealing with sexual violence that occurred on campus. Therefore, this paper tries to explore what students know about sexual violence that happened in their campus, and how the campus management responds to the issue of handling sexual violence occurred in campus.

Keywords: Gender · Sexual Violence · Power Relations

1 Background

Recently sexual violence on campus has been rampant in Indonesia. Data released by the Commission Women and Child Protection that in 2019 sexual violence on campus has reached a total of 568 cases (40% of 1419 cases were reported) [1]. In 2020 cases of sexual violence increased to 1,266 (53% of 2,389 cases reported) [1]. According to a survey by the Ministry of Education and Culture in 2020, 27% of cases of sexual violence happened in college [2]. In 2021, a popular case of sexual violence occurred especially in a college in Riau committed by a lecturer who incidentally as educator did immoral action to his student [3]. Campus where the place students learn, place where lecturer teach and share knowledge, in fact has turned out and loaded with cases of sexual violence.

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Looking at those cases above, several questions have arisen that how such cases of sexual violence happened on campus? What factors trigger sexual violence on campus? Some gender experts and observers who conduct their study on sexual violence on campus, for example Lies Marcus [4], states that cases of sexual violence occurred on campus is a phenomenon of gender-based power relations. Lies Marcus [4], especially states that inequality relation of power is a consequence from limitations gender insights of the campus policy makers so that many sexual violence cases on campus cannot be resolved quickly. With rampant cases of sexual violence that happened in campus, government through Ministry of Education and Culture has responded with the enactment of Regulation of the Minister of Education and Culture Number 30 of 2021 concerning Prevention and Treatment Sexual Violence in College. The government expects after publication related regulations prevention and treatment of sexual violence on campus, cases of sexual violence involving the academic community could be overcome.

Polytechnic STIA LAN Bandung as college that has been established since 1963 which located in the center of Bandung City has been concerned with phenomenon of sexual violence that happens on campus. Even though there has not been an official data release regarding cases of sexual that happens on campus Polytechnic STIA LAN Bandung, however from preliminary research results conducted through a survey and interview with several students who experience cases of sexual violence on campus revealed that students who experience sexual violence did not make report to campus because they worry the case become viral and known by public. Several other students did not dare to report the cases because there is no mechanism to protect their privacy. To map phenomenon of sexual violence including how mechanism to prevent and treat of sexual violence on campus, a survey is necessary to dig students' knowledge related sexual violence, what types of sexual violence, how to prevent and to treat sexual violence experienced by students. This survey also reveals gender dimension that is important to uncovering the cases of sexual violence. Gender which is generally known as biological sex difference including attributes inherent in masculinity and femininity, in fact is not limited in that angel. Gender is a social construction attached to values and order in social life. This survey was also carried out to support Government to realise policy prevention and treatment of sexual violence sex on campus Polytechnic STIA LAN Bandung.

2 Conceptual Framework

Gender is used by scholars to stress that differences between men and women are socially constructed. It is not simply about biological aspects that distinguish between two sexes, but it is a social construction that shapes the concept of gender. Scholars such as West and Zimmerman [5], argue that gender is not an individual's property, but it is an outcome of social interaction. For them gender is situated in our everyday social relations as a member of society where we express our differences with others [5]. West and Zimmerman [5], maintains that gender is reflected or expressed in an active social interactional context rather than in a seemingly 'given' biological or 'natural' setting that produces differences in being a woman and a man. Accordingly, West and Zimmerman conceptualized 'doing gender' as "the activity of managing situated conduct in light of normative conceptions of attitudes and activities appropriate for one sex category" [5].

In contrast, Deutsch [6] argues that ‘the gender approach proposed by West and Zimmerman [5] fails to see how gender is resisted and undone [6]’. Deutsch says doing gender framework reinforces gender inequality, triggers the idea of gender difference is immune to change and loses connection between social interaction and structural change [6]. She then promotes undoing gender concept based on structural perspective that accounts for social structure that shapes gender difference and inequality and the robust possibility for resistance to change gender difference and inequality. Undoing gender conceptualized by Deutsch [6] indicates that gender interplays in multi dimensions. It may operate at an interactional level as well as at a contextual or structural level [6]. Although she does not state in which location or level is best for initiating change, Deutsch pivotal perspective on change inroads to gender equality is based on system level operates beyond the location of individuals interaction (if you want to change gender inequalities operate in the level of individual interaction, you may change the broader context where the individual’s interaction persists and produce those inequalities).

The structural framework of gender in the undoing gender is basically derived from the theory of gender as a social structure promoted by Risman [7]. Risman calls her approach as an integrative framework arguing that gender is embedded in individual, interactional and institutional levels [8]. Risman lent the concept of structure from the work of Blau [7], that conceptualized structure as “a force opposing individual motivation”. “Structural concepts must be observable, external to the individual, and independent of individual motivation”. “This definition of “structure” imposes a clear dualism between structure and action with structure as constraint and action as choice” [7]. For Risman the relation between structure and action is dialectical where structure may shape action or vice versa [7]. In relation to the three levels of analysis whether in individual, interactional or institutional level, Risman does not say in which levels that change must effectively occur instead she maintains that focusing on the process that leads to outcomes is an important stage in reforming the process that contribute to the desired outcomes [7]. As Risman says, the structural approach to gender must take into account intersectionality that could make gender analysis of particular oppression broader and deeper [7]. “We cannot study gender in isolation from other inequalities, nor can we only study inequalities’ intersection and ignore the historical and contextual specificity that distinguishes the mechanisms that produce inequality by different categorical divisions, whether gender, race, ethnicity, nationality, sexuality or class [7].

In *Lived Body vs Gender: Reflection on Social Structure and Subjectivity* [9], Iris Marion Young remains of how feminist theories do not just provide accounts of the meaning of women and men in their social relations and sexual differences [9]. Nor do feminists just focus on analysing discourses configuring identity or its stereotypical or damaging the impact of the discourses to women and men. To the project of what Young called ‘projects of social criticism’ [9], the task of feminist’ theoretical inquiry not only questions individuals’ experience, subjectivity, and identity, but also questions their social structure. In the heart of the critical social theory, Young maintains that attention to structure is the primary reason for unpacking social constitution and social inequality [9].

Gender as a social structure, according to Young [9], is best understood as ‘a particular form of the social positioning of bodies lived in relation to one another within

historically and socially specific institutions and processes that have material effects on the environment in which people act and reproduce relations of power and privilege among them'. Accordingly all of us are grouped by the structural gender relations regardless of our personal identity [9]. By defining gender in that way, Young [9], promotes three basic gender structures: sexual division of labour, normative heterosexuality, and gendered hierarchy of power. Connell [10], also articulated that although the concept of social structure reflects constraints in a given form of social organization, yet the constraints that actors face in social relations of practice operate under 'complex interplay of powers and through an array of social institutions' [10]. Connell [10] further says that 'the general conception of social structure as the pattern of constraints on practice inherent in a set of social relations can be made specific in a number of different ways'. Slightly different from Young [9], Connell [10] suggests three gender structures: the division of labour, the structure of power and the structure of cathexis. In terms of divisions of labor both Young [9] and Connell [10] see a larger structural context in which gender shapes and shaped allocation of types of works among men and women.

Young and Connell shared the same arguments that sexual divisions of labour represent both as constraints and opportunities for both sexes and the implications of work segregations on unequal distribution of resources, hierarchy of power and status for both men and women. Sexual divisions of labor are part of a larger gender structuring reproduction, production, consumption, and distribution. From the household and childcare, workplaces, to the wider process the capitalist mode of production. As Connell [10] said that:

"It must now be accepted that gender divisions are not an ideological addendum to a class-structured mode of production. They are deep-seated feature of production itself. They are not confined to domestic work, or even to the division between unpaid domestic work and paid work in industry. They are a central feature of industrial organizations too. They are not a hangover from pre-capitalist modes of production...they are being vigorously created in the most advanced sectors of the capitalist world economy."

Nevertheless, in this gendered division of labour, the category of people who share the most unequal constraints and opportunities of the gender structure fall into the category of women [9]. In her words: "feminist social and political theory in the last twenty years has documented dozens of ways that this gendered structure constrains the opportunities of those persons doing unpaid care work, mostly women" [9].

Regarding the hierarchy of power, Connell [9], says that 'the ability to impose a definition of a situation, to set the terms in which events are understood and issues discussed, to formulate ideals and define morality, in short to assert hegemony, is also an essential part of social power'. It becomes clear that power functions as a social structure that has a pattern of constraints on social practice [10]. He further says that "as with labour, the structure of power is an object of practice as well as a condition" [10]. In gender terms, the core structure and practice of power relations is linked to how the power of men and the subordination of women is produced, reproduced, sustained, and legitimated [10]. The dynamic construction of gender power relations is linked to the construction of a hierarchy of power not only between men and women but also

among men which turn to shape their multiple patterns of masculinities in which one is dominant/hegemonic, and the other is marginal and subordinate. Finally, the relations of cathexis mainly discussed by Connell [10], links to the structure that organizes an emotional dimension or emotional attachment of one person to another.

3 Methods

The study uses quantitative descriptive method. Data and information related to sexual violence gathered through a survey. Lists of structured questions with the use google forms were distributed to the whole student of polytechnic STIA LAN Bandung that consists of State Development Administration Department, Administration Business and Public Sector Department, and Human Resources Management as well as Master of Administration Applied Science Department. The total number of students who completed the survey are 279 students (69.2% women and 30.8% men). The Result of survey were analyzed by using the concept of gender as social relations.

4 Results and Discussion

4.1 Student' Knowledge About Types of Sexual Harassments

As explained in Regulation of the Minister of Education and Culture Number 30 of 2021 that sexual violence is every action that humiliate, harass, and or violate someone's body, and/or reproduction system. It occurs because of inequality in gendered power relation that results in suffering psychological or physical damage including those that interfere with someone health reproductive system. Sexual violence includes verbal, non-physical, physical and or through technology information. Sexual violence could occur whenever and wherever. The most important thing that how we understand the cases of sexual violence that happened on campus and how effort could be made to prevent and manage through surveys of sexual violence on campus. Before we dig more far related student's knowledge in matter of prevention and treatment of sexual violence, the first question asked to student is what type of sexual violence experienced by the students? The survey shows that 50.2% of students answered that they knew the types of sexual violence on campus, 20.4% of students were unsure and 29.4% of students did not know the forms of sexual violence on campus (Fig. 1).

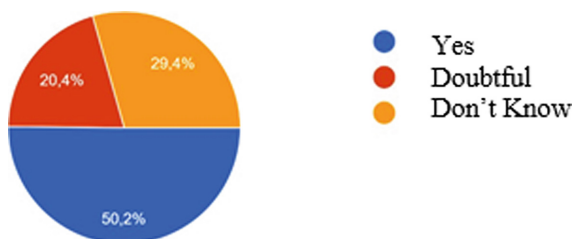


Fig. 1. Students' knowledge about types of sexual violence experienced by the students.

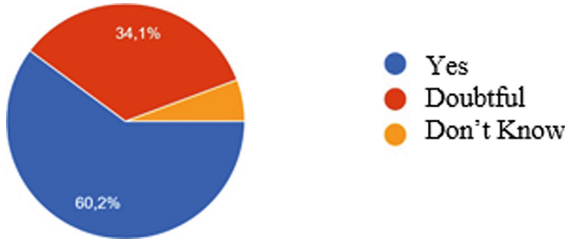


Fig. 2. Students' knowledge about types of behavior considered as sexual violence.

The next questions asked to students related to question of “when a group of people are staring at a body, whether woman or man, does it include as sexual violence?”

Based on the data obtained 60.2% of students answered that this behavior is considered sexual violence, 34, 1% of students answered that they were doubtful and the remaining 5.7% of students answered that they did not know (Fig. 2). Based on the information obtained from the students 'comments, they state whether a man's body or a woman's body becomes a main object of attraction is deemed as sexual violence. Several students answer that staring at female body sometimes make the woman who starred is inconvenient and uncomfortable. Students categorize these actions as verbal sexual violence or non- physical sexual harassment. Showing the shape of the body (whether it's tights, transparent, or other types), in students' opinion, paying attention to private areas or body shape is included in the realm of sexual harassment because at first, the incidents started with a lustful gaze on the object being seen. Then verbally commenting or laughing at someone's body shape can be called sexual harassment, let alone talking about someone's body shape all together is included in the realm harassment because it makes people who are being objected to uncomfortable. Other students state physical harassment results in discomfort, offense, physical damage depending on the intents of the offenders. Sexual violence originates from visualization (seeing/noticing body shape directly or through other media such as pictures, print or social media).

Another question asked is 'when someone teases, whistles, or makes comments about someone's body parts, is that considered as sexual harassment?'

Based on the data and information obtained that 87.5% of students answer yes, 10.4% of students answered that they were doubtful and 2.1% of students answered they didn't know (Fig. 3). Based on several student comments, they state that whistles or

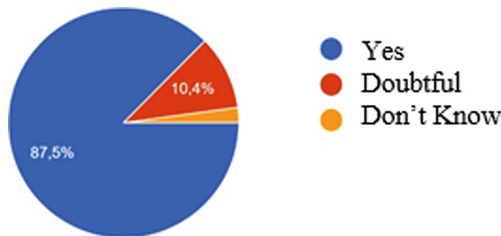


Fig. 3. Students' attitudes toward sexual violence.

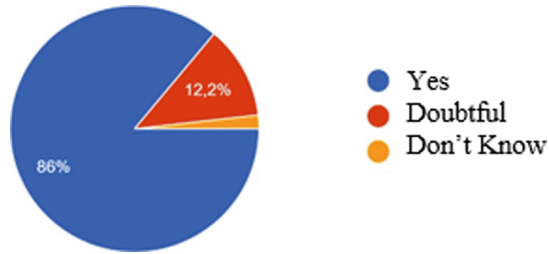


Fig. 4. Students' knowledge about actions considered as sexual harassment.

inappropriate comments based on the person's body is deemed as sexual harassment. Students say that catcalling is a form of sexual harassment. This attitude is impolite because it could make the person being teased and whistled at feel uncomfortable and afraid. Even though this could be done in a joking manner, the party receiving this action can become uncomfortable because they feel harassed and can sue the person who did this for alleged sexual harassment. Other students said that catcalling is a form of behavior even though it is only verbal but inappropriate comments made based on the person's body shape is sexual harassment, especially if the victim feels very uncomfortable.

In students' opinion giving comments that are gender specific that can make anyone who hears it or who feels it feel ashamed. Most students are categorized this sexual harassment through non-physical contact which will affect the psyche of the victim. Catcalling such whistling, commenting on body shape, or teasing other people, are included in verbal sexual harassment because not everyone likes to be treated as such. This is form of sexual harassment such as catcalling is normalized by 'normative heterosexuality' [9] for men to women. In fact, this action can trigger discomfort. Another question that was asked in the survey is 'when someone sends you a text message and then directs the conversation in a sexual direction (including sending pornographic recordings), does that constitute sexual harassment?'

As seen in the pie chart that 86% of students answered yes, 12.2% of students were undecided and the remaining 1.8% of students answered that they didn't know (Fig. 4). Based on the students replies on the comment column, sexual harassment does not only occur verbally or non-verbally, but sexual harassment can also occur through social media. Based on the students' point of view this action is considered as sexual harassment by giving messages that is overtly sexual. Even though people sometimes call it a joke, sometimes people who receive the message will be shaken and uncomfortable with the content sent. If this leads to something that is disgraceful, it is very bad and impolite, basically it is not permissible to do and must be avoided.

4.2 Prevention and Handling of Sexual Violence

Prevention and treatment processes of sexual violence on campus is something important to be known by students because with the knowledge of the prevention mechanism and treatment sexual violence on campus, students can feel that their campus is a safe place for them. Several questions that are related to the prevention and treatment of sexual

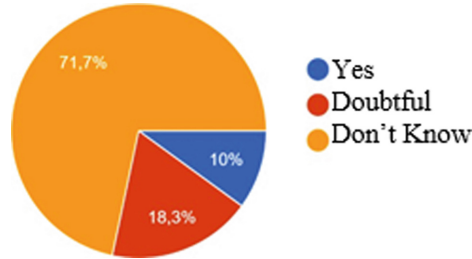


Fig. 5. Student' knowledge of cases of sexual violence.

violence on campus beginning with the question 'Do you know any cases of sexual violence at the Polytechnic STIA LAN Bandung campus?'

The survey shows that 71.7% of students answered that they didn't hear about any cases of sexual violence, 18.3% of students did not sure that they knew cases of sexual violence occurred in their campus, while 10% of students answered that they didn't know the cases (Fig. 5). Several answers from student comments, they state that they have never heard any cases of sexual harassment at the Polytechnic STIA LAN Bandung. However, several student comments said that they experienced sexual violence on campus. They stated they experienced a case of sexual violence on campus conducted by a religion's lecturer. However, due to the lack of information regarding reports to handle cases of sexual violence, they did not know what to do or who to report to. Other questions that are relevant and asked to students is "are you aware of any regulations regarding the services provided by the campus to handle cases of sexual violence that have occurred?"

The survey reveals that 57.7% of students answered that they didn't know that there are regulations related to the prevention and treatment of sexual violence on campus, 19.4% of students answered that they were doubt, and 22.9% of students answered that they aware there exists regulations related to the prevention and treatment of sexual violence on campus (Fig. 6). As for other the students' comments, they stated that they did not know about the regulations dealing with sexual harassment on the STIA LAN Polytechnic campus, but they believed that the campus is a safe place for students. Other students said that they didn't pay enough attention to the complaint procedure, but they think that there is still a lack of socialization regarding the existence of complaints service regulations for these cases.

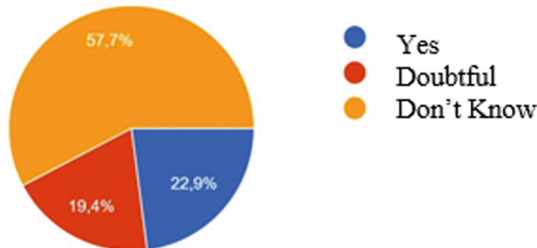


Fig. 6. Students' awareness of regulations to handle cases of sexual violence.

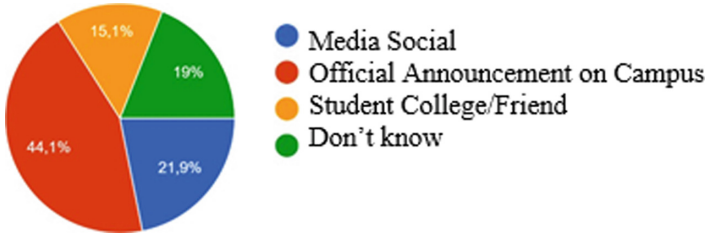


Fig. 7. Mode of dissemination of information regarding sexual violence.

Other question related to services provided by the campus. “If students didn’t know that there is a campus service to handle cases of sexual assault, where would they get the information from?”

Based on the students’ answer, it shows that 44,1% of students expect information to originate from an official announcement from the campus, 21,9% of students expect information to illuminate via social media, 19% of students expect information to enact through friend colleagues, and 15,1% of students answered that they didn’t know (Fig. 7). Several students’ comments reveal that, their campus is the front line in dealing with cases of sexual harassment, so the information should come from the campus. The official announcements from the campus that has been disseminated are more reliable. Another question to get the opinions of student is “in your opinion, the most effective services related to violence and sexual harassment on campus are through.

Based on the data and information obtained that 46,6% of students recommended services related sexual violence could reported via (What’s up) WA mobile application and call center email, 24,7% of students recommended reporting via application of violence and sexual harassment, 10,4% of students recommended reporting via google form and 17,6% of students recommended reporting via other social media, Facebook/Twitter/Instagram/Telegram (Fig. 8). Several students’ comments recommended to create a special service for sexual violence when sexual harassment occurs students can complain to the service, maintaining their privacy and strengthening regulations in which there are sanctions against sexual violence and sexual harassment in the campus environment. Another student comment reveals that call centers are the most effective way to report the cases.



Fig. 8. The most effective services related to violence and sexual harassment on campus.



Fig. 9. Effective means to educate the prevention and treatment of sexual violence.



Fig. 10. The framework of the prevention and treatment sexual violence on campus.

Other question related to what are effective means to educate the prevention and treatment of sexual violence? Based on the answers from the students, that 34, 8% of students the most effective way to educate related prevention and treatment sexual violence via webinars, 17,9% of students the most effective way to educate is via podcasts, 12,2% of students the most effective way to educate is via Facebook/Twitter/Instagram/Telegram WA and 23,7% of students the most effective way to educate is via banners, stickers, and campus official announcement banners (Fig. 9).

Several student comments related to the use of media services to get information of the prevention and treatment of sexual violence through effective means for managing violence and sexual harassment on campus through various means such outreach, the existence of a special center to handle cases of sexual violence with terms and conditions the identity of the victims can be kept confidential. Educational media should use banners, official announcements, and online application. What is needed in the framework of the prevention and treatment sexual violence on campus. Based on results 60,9% of students answered to maintain and protect privacy accountable, 31,5% of students answered fair and non-discriminatory and 7,6% of students are transparent (Fig. 10).

5 Conclusion

This survey was carried out in the framework of compiling policies on the prevention and handling of sexual violence at the STIA LAN Bandung Polytechnic campus. Based on the data obtained, cases of sexual violence are rife on campuses in Indonesia. So far, the campus’s response has only been stretched after the issuance of the Minister of Education and Culture for Research and Technology No. 30 of 2021 concerning the Prevention and Handling of Sexual and Environmental Violence in Higher Education on

campus, however, until now there has not been found a campus policy that is systematic and holistic involving various components of society and the academic community. The survey also uncovered gender relations in the case where several students experienced sexual violence. Although, students did not clearly explain what type of cases of sexual violence faced by them, and how they experience sexual violence, yet, these cases happened in the context of different social status and hierarchy of gender power relations. Students were in the marginal position where their lecturers were in the dominant position. This context in turn was able to facilitate the cases of sexual violence experienced by students. Nevertheless, this survey was pivotal to gather information on how students respond on campus to the problem of preventing and handling sexual violence in an inclusive and collaborative manner in dealing with cases of sexual violence. The data and information that collected was only for research purposes and the data was kept confidential. From the survey, there are some recommendations for campus management to create regulation to form a special service unit to protect students who experience sexual violence/harassment. Other student proposed to establish a task forces team on the prevention of violence and sexual harassment.

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