

Public Participatory Determination of Sexual Violence Alleviation in Indonesian Universities

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Abstract: This research addresses the serious problem of sexual violence that occurs in educational settings in Indonesia. This crisis requires collaboration between the community and relevant institutions to overcome this problem. The role of civil society becomes very important in shaping effective regulations because they are directly involved in the process of discussion to handling sexual harassment in higher education. This research uses a qualitative method, which produces descriptive data, arguments, or writings as well as behavioral phenomena that can be observed from the subject. This approach allows observation of social and human problems, both in organizational and individual contexts. This research aims to uncover the root causes of sexual violence in the educational environment, as well as how civil society can play an active role in formulating effective regulations to overcome this problem. Data obtained through in-depth interviews, observations, and document analysis will be used to describe the impact of sexual violence, the perspectives of the individuals involved, as well as the efforts that have been made in addressing this issue. The results of this study are expected to provide deeper insights into the complexity of the problem of sexual violence in Indonesian higher education, as well as provide a basis for designing more effective policies in addressing this problem. Through cooperation between civil society, educational institutions, and the government, it is hoped that a safe educational environment free from sexual violence can be created.

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INTRODUCTION

The definition of role is generally expressed by a sociologist named Soeleman B. Taneko (1986), who defines a role as the pattern and behavior expected of someone with a certain status or position. This is emphasized by Goss, Mason, and McEachern (Wirutomo & Berry, 1995) as expectations given to someone in a specific social position.

Carlito Wirawan Sarwono (2017) divides role theory into four parts. First, the role of a good policy to implement. Second, the role is a strategy to strengthen the community's voice. Third, the role as a communication tool for decision-making. Fourth, the role as a problem-solving tool. In addition, Biddle and Thomas (1966) divide the role aspect into four parts. First, individuals who take roles in social interactions. Second, the social behavior that arises in the interaction. Third, the individual's position in social behavior. Fourth, the correlation with other individuals.

Then, in formulating role theory, Levinson (Soekanto & Sulistyowati, 2017) explains three important things related to roles. First, roles have norms associated with one's position in society. These roles are ethics and norms that guide individuals in their social lives. Second, roles are descriptions of what individuals can do in society through organizations. Third, roles can be defined as important behaviors in social structures.

In his book, Hendropuspito OC (1989) describes four indicators of social roles in society. First, Expected Role and Actual Role. Expected Roles are roles that are expected to be performed in accordance with applicable regulations so that all public interests in society can be properly fulfilled. For example, a lecturer teaches scientifically in the classroom. Meanwhile, the Actual Role is a role that is contextually adjusted in certain situations and conditions. For example, in addition to teaching scientifically in the classroom, lecturers also have the intellectual authority to provide an understanding of the tensions of society.

Second, Key Roles are assumed to be individuals who occupy a certain position or status in playing a major role in a case. In many cases, those who have key roles often have important positions. We can interpret this important position as a dominant role, having the power to influence others, having quality intellectual capacity, being able to communicate well, and being wise.

Third, Group Roles and Part Roles. Multicultural societies often play different social roles. For example, social roles in religious groups are clearly different from those in political groups (Idrus et al., 2023). Therefore, it is divided into Group Roles and Part Roles. This group role arises because of a common tendency among individuals in terms of realizing a certain social category. For example, a group of people who come together and want to prevent sexual harassment and violence. In addition, sectional roles are differentiations of various tendencies that reflect certain social categories based on their specifics. For example, a male designer participates in an anti-sexual violence campaign by creating various posters.

Literally, role theory seeks to explain that individuals' roles are not only determined by their behaviors but also by their values, beliefs, and attitudes. Moreover, individuals' beliefs and attitudes towards something are always a manifestation of their role decisions. In addition, roles also have contributed to influencing some changes in the social system. Roles have two dimensions (Besterfield et al., 2012): first, generalization and specificity. For example, civil society has roles and responsibilities assigned by history to protect democracy. Second, social expectations vary in scope. For example, there are equal rights between men and women in various social, political, and economic roles as a manifestation of gender equality.

RESEARCH METHODS

This research adopts a qualitative approach as its method. According to Bogdan and Taylor (Afrizal, 2017), a qualitative research approach aims to produce descriptive data, arguments, or writings that allow an in-depth understanding of the phenomenon of observable behavior of research subjects. This approach distinguishes itself from quantitative research methods, focusing more on measuring certain variables and testing hypotheses.

In qualitative research, the main focus is profoundly understanding the situation or problem being studied (Sagena et al., 2023). This allows researchers to explore the complexity of social and human problems, both at the organizational and individual levels, without simplifying the phenomenon into a single variable or testing it as a hypothesis. Instead, qualitative research allows researchers to see the phenomenon as interrelated parts that relate to each other, resulting in a more complete and contextualized picture.

Qualitative methods also allow researchers to use various data collection techniques such as interviews, observation, document analysis, and content analysis. This provides the flexibility to explore diverse experiences and viewpoints that quantitative methods may not measure. The outcome of qualitative research is often an in-depth narrative or

description of the phenomenon under study, and this can be the basis for developing theory or understanding the context better. Thus, a qualitative approach is valuable in understanding and revealing complex social and human reality aspects.

RESULTS AND DISCUSSION

Expected Roles

Universities or colleges as educational institutions are spaces for students, lecturers, and other education personnel to study and understand various social phenomena that occur in life. Therefore, the campus should be a place that can be a reference for an ideal space in a social order that provides a sense of security and comfort away from violence, including sexual violence.

Universities, as centers of civilization, are faced with the reality of sexual violence that is still ongoing and even continues to increase, both through the process of investigation, prosecution, and trial. So far, the process is considered to pay less attention to victims' rights and even tends to blame victims. The active involvement of the government and society is needed to address this issue. Negative academic consequences include students avoiding school, experiencing low academic performance, reduced interest in education or co-curricular activities, and lacking dedication to academic life. However, policies on sexual harassment in schools have not been comprehensive (Rees & White, 2023).

The role of society and government should ideally be able to build rules that can fulfill the wishes of society well; this is known as expected roles (Hendropuspito OC, 1989). For example, a lecturer provides scientific teaching to students in higher education. Each party's role impacts developing or improving a desired order to be more accessible. In addition, cooperation from various parties in an issue will make it easier for all parties to understand and apply the regulation optimally.

Policy issues related to sexual violence are considered inadequate because there is still a limited focus on the role of education, and it does not touch regulations in higher education. Sexual violence or harassment in the college environment provides an alarming picture socially, and this is not a new phenomenon and occurs worldwide (Saefudin et al., 2023).

Society can take an essential role in dealing with this problem, where everyone can take action to encourage improvements so that the issue of sexual violence can be reduced or no longer occur. This is an essential aspect in building an ideal order because it cannot be denied that the community is the one who best understands the conditions that occur.

The beginning of civil society's involvement in the policy of preventing and handling sexual violence in universities in Indonesia was due to the rampant cases of sexual harassment in the environment, so the community saw the need for regulations governing sexual harassment as a step towards improving procedures for respecting the honor and dignity of women.

Cases of sexual harassment occur in PAUD, elementary schools, secondary schools, and universities with the highest case rates. Civil society realizes the urgency related to sexual violence that occurs in universities. Thus, it encourages the regulation of Permendikbud No. 30 of 2021. This regulation can be a legal umbrella for universities as assistance and rules for sexual violence.

The process of formulating the Permendikbud No. 30 of 2021 regulation went through various political processes until it was finally made into a policy. The political process begins with a case of human rights violations, namely sexual violence in universities in Indonesia. The process of handling the case has not been optimal because

there are no rules governing this matter, which has caused dissatisfaction from the victims and unrest from all elements of society.

An explanation of the importance of community participation in the prevention, recovery, assistance, and supervision of criminal acts of sexual violence is contained in Chapter VIII of Law No. 12 of 2022 concerning Criminal Acts of Sexual Violence. In this case, the development of equality and justice and the elimination of a culture that does not respect women depend heavily on efforts strengthened by the community.

Permendikbud No. 30 of 2021 received support from civil society because a reasonable regulation as an effort to prevent and handle sexual violence in higher education, so it received support from civil society.

Civil society supports the policy of preventing and handling sexual violence in higher education because, in Permendikbud No. 30 of 2021, there is legal and psychological assistance for victims of sexual violence.

Actual Roles

Actual roles are roles that are contextually adjusted in certain situations and conditions. For example, in addition to teaching scientifically in the classroom, lecturers have the intellectual authority to enlighten public uproar caused by a matter (Hendropuspito OC, 1989).

The number of broadcasting channels, including the media, is one of the factors in implementing policy advocacy. The meaning of policy advocacy in the media is political mobilization carried out to increase the power of people and groups so that institutions become more responsive. In addition, organizational programs in policy advocacy activities for preventing and handling sexual harassment in higher education can be carried out by utilizing social media.

Young people are currently active on social media so that they can explain Permendikbud No. 30 of 2021. The communication process will be more accessible when done with the same language as all modern grammar today. Therefore, social media is used as an appropriate advocacy tool in urging policy changes related to preventing and handling sexual harassment in higher education through Permendikbud No. 30 of 2021.

Social media is a way out for justice seekers. People who utilize public spaces such as social media to reveal cases of sexual harassment that go viral will force the police to act more decisively. Therefore, social media is considered an appropriate advocacy process to force the government to form policies related to preventing and handling sexual harassment in higher education.

Key Roles

The critical role of community leaders such as RT, RW, village head, sub-district head, or community organizations is considered strongly necessary to continue social life in a better direction (Wajdi & Arif, 2021). Suppose suspicious things occur in a boarding house, hotel, inn, or vice versa. In that case, a review and checking should be done immediately to determine whether there are two opposite sexes (male and female) with legally married status. If not, the community should take particular action through social sanctions. Moreover, if the perpetrator of sexual harassment, often named as a sex offender, is found in the realm of his territory, prevention and action must be taken as soon as possible to reduce the number of victims and provide a deterrent effect toward the perpetrators.

Providing insights related to sexuality is considered essential for the community through counseling or communicating it appropriately to the community. Insight about

sexual harassment, as well as prevention and management, can be done through religious education or modern education. However, it still requires the parents' roles who are more prepared to provide sexual insight to their children through reasonable, correct, and appropriate answers and communication (Fitriani et al., 2021). Somehow, there is a need to consolidate education related to healthy sex, which is carried out in an open (public) way for everyone so that rehabilitation can be done for the victims of harassment. At the same time, the perpetrators can change their perspective (perception) about sex (Rothwell et al., 2021).

The obligation to form policies related to solving sexual harassment problems is deferred to the government, where the government has the authority to formulate policies as well as forms of sanctions that will be imposed on the perpetrators through the Indonesian Police and Army. In addition, the court has a significant role in deciding the acts of perpetrators of harassment by the law that applies in the fairest way, where the perpetrators create destruction for one's survival. The government's policy on the punishments imposed on the perpetrators related to cases of harassment is still being debated by some people. If the abuse is experienced by us or a part of our family, we will experience mental suffering that will never heal until the end of our lives. Severe sanctions capable of causing sexual harassment against women or children need to be imposed so that a deterrent effect occurs on the perpetrators (Amrizal et al., 2018).

The need for the participation of parents, teachers, the community, and even the government in dealing with incidents of deviant acts related to sexual harassment can be carried out by providing insight about sex or called sex education that is genuinely appropriate so that both children and adults understand matters related to reproductive health, as well as efforts aimed at tackling acts of sexual deviation such as sexual violence, free sex, especially rape (Wajdi & Arif, 2021). Providing insights related to gender equality is what can be given to the community to prevent and deal with acts of sexual harassment in universities. Another effort can be made to appeal to the dangers of sexual violence and other matters that are still related to public awareness regarding efforts to prevent and deal with sexual harassment in universities. The following strategy can be used to build a network that is directly involved with the community, its leaders, and religious stakeholders and collaborate with government officials to increase community participation (Kesuma et al., 2022).

Conveying an understanding related to sexuality is considered necessary. It can benefit the younger generation and is considered an effort capable of reducing and overcoming acts of sexual deviation. Insight into sex is needed to provide information about sexual well-being and development, which can give adolescents accurate sexual information (Santelli et al., 2017). The importance of education on this subject, of course, for children will be an effort for adults to prevent and avoid behavioral deviations from life values and religious norms so that this nation has a dignified culture.

The research findings conclude that the dominant figures in civil society in preventing and dealing with sexual harassment are religious leaders. Religious leaders are considered the dominant actors because they can influence other communities using their power and the community's beliefs. Somehow, religious education can provide more insight to parents to provide more knowledge related to sexual education to their children so that it does not become taboo and is not easily subjected to harassment from certain parties.

The previous elaboration shows that a patriarchal culture still influences the construction of Indonesian society, so it is still dominated by the view that men have more power than women (Tuhumury et al., 2023). This matter certainly impacts the life sector;

for example, the rise of sexual harassment is also caused by a patriarchal culture that still dominates.

The social system that is expected to be able to eliminate sexual harassment in universities is to eliminate various behaviors that have the potential to demean, humiliate, attack, and other behaviors on limbs, sexual desire, and reproductive function by coercion, to sexual harassment. Violent behavior indeed opposes the will of an individual so that the one does not get freedom with his consent. This is because there is an imbalance related to gender that affects inequality in power relations and other causes that can cause one to suffer especially physically, sexually, psychologically, or experience depression in social, cultural, economic, and political aspects (Marfu'ah et al., 2021).

The research findings suggest that the understanding of Indonesian society that puts men as a more substantial object can be considered an old-school understanding. Therefore, it can be concluded that sexual harassment experienced by women in universities is not the result of an individual's lifestyle or activities but rather the result of a patriarchal culture that has grown strong in one's life where this matter then puts women at risk of becoming victims of men's sexual desires. Somehow, the social system that is expected in acts of sexual harassment is that the state can provide the development of a system that handles, protects, and recovers victims of sexual harassment where there will still be community involvement in the hope that the victim will be able to survive despite experiencing past harassment and the victim also obtain justice for the actions of perpetrators of sexual harassment, which is in the form of strict criminal sanctions.

In general, the community environment, especially for religious leaders and community leaders, is vital in preventing and dealing with sexual violence in the university sector. This is realized through providing sexual education to the public in general. Insight into sexuality is considered necessary and benefits children as the next generation of their nation. These efforts are made to reduce and anticipate deviant behavior. Somehow, providing religious knowledge can provide more insight to parents to provide more knowledge related to sexual education to their children so that it does not become taboo and is not easily subjected to harassment from others. Not only that, the formation of new social values and norms that can eliminate patriarchal culture also participates and is needed in efforts to prevent and deal with sexual harassment that occurs in universities.

Group Roles

In an effort to ensure a sense of security in society, including in the campus environment, it is very important to address the problem of sexual harassment (Rusyidi et al., 2019). The form of social provisions in the form of gender roles is believed to be something that naturally produces social inequality, and the position of women in various social communities, including in education, politics, socio-culture, and economics, experiences injustice.

Gender roles do not stand alone but rather have a relationship with identity and various characteristics that society expects from men and women, more than just physical differences but spread into sociocultural values that live in a society that contributes to inequality (Sulistiyowati, 2021). Sex differences create differences in gender, and different types of injustices arise from these different types of gender. More so, gender equality can also be known as sex equality or gender equity, which leads to the view that men and women should receive equal treatment, and there should be no discrimination based on sex, except for certain biological reasons.

The research findings reveal that there is a need for efforts to improve understanding of gender equality in higher education. There is an instruction from the President of the Republic of Indonesia Number 9 of 2000 regarding Gender Empowerment in National Development. This shows concern for the existence of women. In addition, the goal of the Gender Empowerment Strategy (PUG) is an effort to achieve gender justice and equality by using policies and programs that take into account the experiences, needs, and aspirations of men and women who experience problems in all policies in various fields of development and life.

The role of society in terms of gender and interests is to participate in the struggle for gender equality in higher education. The roles played by individuals are influenced by their status or position in society. In the roles they play, women are faced with the values that society assigns to them, values that are sometimes discriminatory simply because of gender differences from men. Thus, promoting gender equality is not only an individual responsibility but also a shared responsibility in society to achieve a more just and equal society.

Divisional Roles

There is a view that assesses that civil society organizations have alternative positions for their countries and market needs. For some of the cases that occur in developing countries, the function of civil society organizations is to provide facilities that can build participation, create conditions for an empowered society, and strengthen the democratic system. Civil society organizations represent the aspirations of the public in articulating the togetherness that exists in society. Somehow, the vital role of civil society is to adjust government policies and partnerships according to the needs of the community, and to oversee the implementation of the programs carried out (Probosiwi, 2019).

There are interesting things about the relationship of civil society and its state. On the one hand, civil society needs the state to set up an institution. Meanwhile, the state needs civil society to improve community response so that they may be active in political activities. In conclusion, it means that these two are attached to and need one another (Swarizona et al., 2023).

Through a review of the connectivity that occurs between these two, which are civil society and the state, Permendikbud No. 30 of 2021 explains that community participation is needed to prevent, assist, select and monitor sexual harassment behavior in universities (Argestya & Afiati, 2022). These three aspects are carried out to prevent sexual harassment and can be carried out by communities or civil organizations as an effort to prevent or deal with acts of sexual violence. The first is increasing literacy regarding the criminal behavior of sexual harassment in various groups of society to minimize sexual harassment and anticipate victims and perpetrators. This can be done by actively conducting discussions or communicating to the public regarding related themes and bringing in competent sources in this field. Moreover, civil society organizations are also required to educate students and college students by visiting campuses through joint activity programs. For example, what was carried out by Hopehelps at Universitas Diponegoro, Indonesia also aims to attract participants and groups to collaborate through activities with the theme of preventing sexual harassment which are then packaged

through art performances. The purpose of this activity is to make it easier for people to understand the issue of sexual violence.

The second aspect is the dissemination of legal policies that are still related to the criminal behavior of sexual harassment. Even so, there are still groups of people who reject regulations because the reason is that they have violated the culture and norms which already exist in a society. Therefore, Hopehelps at Universitas Diponegoro, Indonesia actively discussed with various levels of society to provide an explanation that this matter is not against culture or norms in society. The next aspect is to create a conducive environment for the prevention of sexual harassment.

The research findings reveal that one of the supports of civil society for policies on preventing and handling sexual violence in campuses or universities is participating in formulating policies in Permendikbud Number 30 of 2021. Moreover, the community also provides support by educating the wider community about sexual violence. Other support provided by the community is establishing communities such as Hopehelps at Diponegoro University, Indonesia.

Furthermore, it can be concluded that the support given by the community for policies that seek to prevent and deal with sexual harassment that occurs in universities is through participation in the formulation of Permendikbud Number 30 of 2021, providing education about sexual harassment to other communities, and establishing communities who voice about human rights and gender issues.

The large number of cases of violence against women in Indonesia has attracted the attention of activists who care about human rights so that communities are formed that speak out about human rights, study women, and discuss gender issues. According to Nafila et al, community is a unified social group consisting of people who have similarities both in terms of needs, talents, beliefs, interests, and hobbies that create a feeling of comfort in the community. Meanwhile, according to Sholikah, the Community is a group of people who care about one another more than usual, which in the community has strong personal relationships between members due to similar interests and values (Nafila et al., 2021).

CONCLUSION

Based on the analysis of the research results, it can be concluded that the role of civil society in promoting policies on the prevention and handling of sexual harassment in universities is carried out by synergizing various aspects of society, both from the academic community, non-governmental organizations, and the community itself by conducting joint discourses with each level of society to voice the importance of policies or regulations in reducing the number of sexual harassment and violence, especially for women who are the victims of this behavior.

Implementation of Permendikbud No. 30 of 2021 about the policy for Handling and Prevention of Sexual Violence in universities can be further optimized with the collaboration of various parties such as the government, the academic community, LSM (NGOs), and the community in various outreach and education programs. Moreover, Universities and other educational institutions can create crisis centers to handle cases

of sexual violence on campus. Communities or victims of sexual harassment can work together with LBH (Legal Aid Institutions) to handle and accompany the victims to get justice and ensure that perpetrators receive strict sanctions and punishments for their behavior.

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