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PERCEPTION OF SEXUAL VIOLENCE ISSUES AND INSTITUTIONAL MANAGEMENT READINESS IN ISLAMIC HIGHER EDUCATION INSTITUTIONS

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ABSTRACT
Sexual violence remains a critical and persistent issue within higher education institutions worldwide, including Islamic Higher Education Institutions (PTKIS) in Indonesia. Addressing it requires not only individual awareness but also effective institutional management, encompassing policy implementation, communication, and service system governance. This study explores students' perceptions of sexual violence issues and the management readiness of institutions in addressing them, with a particular focus on PTKIS in the East Priangan region of West Java. Employing a quantitative descriptive design, data were collected from 356 students from PTKIS across seven districts and cities through a structured questionnaire. The results show that most students (89.1%) perceive sexual violence as a serious issue on campus and 68.2% report knowing the campus policies; however, notable proportions remained neutral about their knowledge of policies (26.7%), the sufficiency of socialization (35.1%), and the effectiveness of institutional responses (35.7%), and 17.7% did not know where to report incidents. These patterns point to remaining challenges in the management of policy communication, socialization strategies, and trust in institutional responses. Students also strongly supported an application-based service system (87.9%). The findings underscore the need for participatory, trauma-informed, and digitally supported systems of prevention and response, supported by sound institutional management. This research offers empirical insights to inform adaptive policy development and institutional reform in PTKIS, advocating for culturally responsive and student-centered approaches.
Keywords: sexual violence, Islamic higher education, student perception, institutional management, policy implementation, prevention strategy

INTRODUCTION

Sexual violence is a pervasive and complex issue that transcends geographical and cultural boundaries, casting a long shadow over various societal domains, including higher education institutions (Bows et al., 2015; Steele et al., 2023; Saputra et al, 2024). This global phenomenon not only inflicts severe physical and psychological trauma on individuals but also erodes trust and creates an unsafe environment for the entire academic community. International reports consistently highlight that incidents of sexual violence on campuses remain a significant challenge (Bonar et al, 2025; Cook et al, 2023). A substantial number of cases often go unreported due to a myriad of factors, including lack of confidence in existing reporting mechanisms and societal stigma (Parti & Robinson, 2021; Casal & Mittone, 2016). As such, addressing sexual violence is not merely a matter of legal compliance but a fundamental aspect of fostering a healthy, equitable, and productive learning environment,

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one that depends on sound institutional management of prevention and response efforts (Krisnawati & Wikansari, 2024; Ridolfi-Starr, 2015).

In Indonesia, the discourse surrounding sexual violence in higher education has gained considerable momentum, particularly following the enactment of Ministry of Education, Culture, Research, and Technology Regulation Number 30 of 2021. This regulation marks a crucial milestone in national efforts to prevent and handle sexual violence within universities. However, the implementation of such policies faces unique challenges across diverse institutional contexts, particularly in how institutions manage policy communication, service delivery, and response mechanisms. Islamic Higher Education Institutions (PTKIS), with their distinct foundational values rooted in religious ethics and morality, are expected to serve as bastions of virtuous conduct. Nevertheless, these institutions are not immune to the realities of sexual violence. Studies indicate that despite their religious grounding, PTKIS can still exhibit gaps in understanding and applying anti-sexual violence policies, which subsequently impact the institutions' management readiness to respond effectively to such cases (Ambodo & Rochim, 2024; Siagian et al, 2024; Nikmatullah, 2020).

The perceptions of students are a critical determinant in the success of any prevention and handling strategy for sexual violence (Russell et al, 2025; Crusto et al, 2024; Garcia et al, 2012). An accurate understanding of what constitutes sexual violence, awareness of victims' rights, and knowledge of reporting and handling mechanisms are essential in shaping a campus culture that is safe and responsive. Students' perceptions directly reflect their sense of safety and trust within the campus environment, given that they are often the most vulnerable group. Understanding how students perceive the seriousness of sexual violence, the policies in place, the socialization efforts, and the institutional response is therefore an essential empirical basis for assessing the management readiness of PTKIS.

Despite growing awareness of the importance of addressing sexual violence, there remains a need for in-depth studies, particularly within the context of PTKIS, to comprehensively understand how students' perceptions are formed. Furthermore, it is crucial to assess the institutions' actual management readiness in implementing relevant policies, including policy communication, socialization, and the provision of effective support services. East Priangan, West Java, as a region with a significant number of PTKIS, provides a pertinent case study to explore these dynamics. This research aims to analyze students' perceptions concerning sexual violence issues and to evaluate the management readiness of Islamic Higher Education Institutions in East Priangan, West Java, in their prevention and handling efforts, including the potential utilization of digital technology as a solution. The findings are expected to contribute empirical insights for the development of more adaptive policies, more effective prevention programs, and the strengthening of institutional management within the unique landscape of PTKIS.

METHOD

This study employed a quantitative descriptive research design to explore students' perceptions of sexual violence issues, as well as their views on the management of sexual violence service systems within Islamic Higher Education Institutions (PTKIS). This approach allowed for the systematic collection and analysis of numerical data to describe the characteristics of the population or phenomenon being studied. The subjects of this

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study were students from PTKIS in seven districts and cities in East Priangan, West Java, namely Ciamis (n = 151; 42.4%), Banjar City (n = 55; 15.4%), Sumedang (n = 41; 11.5%), Garut (n = 39; 11.0%), Tasikmalaya City (n = 33; 9.3%), Tasikmalaya Regency (n = 23; 6.5%), and Pangandaran (n = 14; 3.9%). A total of 356 students with complete respondent information participated in the study, providing an overview of students' perceptions across the region.

Data were collected between February and April 2025 using an online survey questionnaire designed to measure two primary variables. The first variable, perceptions of sexual violence on campus, assessed participants' understanding, awareness, and attitudes toward various aspects of sexual violence within the university environment. The second variable, perceptions of the sexual violence service system, examined participants' views on the existing mechanisms, policies, and support services available for preventing and handling sexual violence cases on campus, including their opinions on the potential role of digital applications. The questionnaire comprised ten five-point Likert items (five items for each variable; 1 = strongly disagree to 5 = strongly agree), four dichotomous (yes/no) items on knowledge of campus policies, knowledge of reporting channels, perceived campus safety, and the availability of a digital reporting application, and one multiple-response item on desired application features. Prior to data collection, the instrument underwent validity and reliability testing to ensure its appropriateness for this study. The collected data were analyzed using descriptive statistical methods, namely frequencies, percentages, means, and standard deviations, to summarize participants' responses for each variable. Responses with missing respondent information (n = 10) were excluded from the analysis. This analysis enabled the researchers to present a clear and concise overview of students' perceptions concerning sexual violence issues and the management of existing service systems.

RESULT AND DISCUSSION

Table 1 and Figure 1 summarize students' responses to four Likert-scale items that capture their perceptions of the seriousness of sexual violence on campus, their awareness of campus policies, and their assessments of socialization efforts and institutional responses (N = 356). The subsections below discuss each aspect in turn, together with supplementary responses to the dichotomous items.

Table 1. Students' Perceptions of Sexual Violence Issues on Campus (N = 356)

No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
1	Sexual violence is a serious issue in the campus environment	5.1%	1.4%	4.5%	34.0%	55.1%	4.33	1.00
2	I am aware of the campus policies regarding the prevention and handling of sexual violence	1.4%	3.7%	26.7%	50.8%	17.4%	3.79	0.82

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No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
3	Socialization about sexual violence on campus is sufficiently good	1.7%	7.3%	35.1%	42.7%	13.2%	3.58	0.87
4	The university's actions in handling sexual violence cases are effective	2.0%	4.5%	35.7%	47.8%	10.1%	3.60	0.81

Note. Items were rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). SD = standard deviation. Percentages may not sum to 100.0% due to rounding.

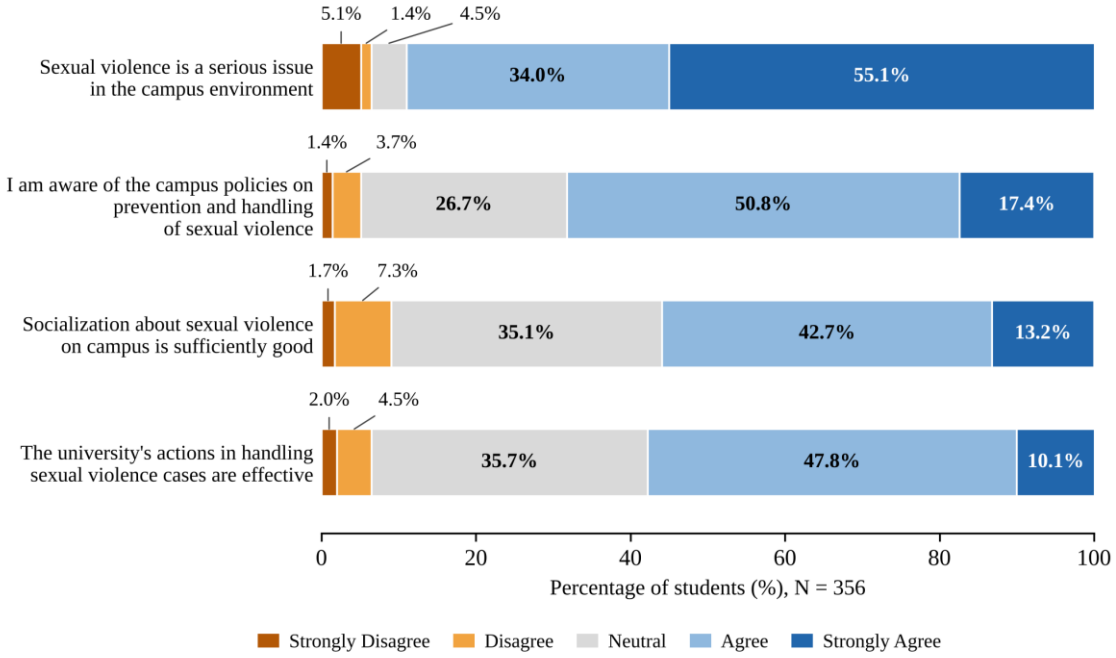


Figure 1. Distribution of Students' Responses on Sexual Violence Issues on Campus (N = 356)

Student Awareness of Sexual Violence Issues

As shown in Table 1 and Figure 1, 89.1% of students agreed (34.0%) or strongly agreed (55.1%) that sexual violence is a serious issue in the campus environment (M = 4.33, SD = 1.00), while 6.5% disagreed or strongly disagreed and 4.5% were neutral. This high proportion reflects more than individual concern; it points to a growing collective consciousness surrounding sexual violence within academic institutions. From an institutional management perspective, such awareness is a valuable asset, because it signals that students are ready to engage in prevention and accountability efforts, while also creating an expectation that the institution will respond. Universities are not immune to broader societal patterns of gender-based violence; their hierarchical structures, power imbalances, and inconsistent reporting and response mechanisms make them particularly

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susceptible environments, especially for women and marginalized groups (Bows et al., 2015; Saputra et al., 2024).

Brown and Messman-Moore (2010) show that students' own attitudes, as well as their perceptions of their peers' attitudes, shape their willingness to intervene against sexual aggression, which indicates that the collective awareness of a student body matters for creating a campus climate that actively supports prevention. Awareness is a precursor to action: it determines whether students recognize harmful behaviors, support their peers, report incidents, and participate in institutional reform. This aligns with Freire's (1970) concept of *conscientization*, the process by which individuals become critically aware of social injustices and commit to transforming oppressive realities (Jemal, 2018).

This phenomenon can also be understood through the Social Ecological Theory rooted in Bronfenbrenner's (1979) work, which holds that individuals do not exist in isolation (Kilanowski, 2017). Their beliefs and behaviors are continuously shaped by multiple interacting layers of social systems: immediate peer interactions (microsystem), the relationships among settings such as peers and the institution (mesosystem), broader settings that indirectly affect individuals, such as institutional policy and governance (exosystem), and cultural ideologies and societal norms (macrosystem). Students' acknowledgment of sexual violence as a serious campus issue may indicate the internalization of institutional or cultural values that increasingly reject permissive attitudes toward gender-based violence. It suggests that anti-violence norms are not only present but are being socially transmitted and reinforced within the campus community.

Moreover, this awareness may also reflect wider socio-political shifts in Indonesia, including the issuance of national regulations on the prevention and handling of sexual violence, namely Ministry of Education, Culture, Research, and Technology Regulation Number 30 of 2021 and, for educational units under the Ministry of Religious Affairs, Minister of Religious Affairs Regulation Number 73 of 2022 (Kementerian Agama RI, 2022), as well as growing public discourse that amplifies survivor voices and accountability. Therefore, the recognition of sexual violence as a serious problem is not merely a response to personal experience; it is embedded in broader socio-political and cultural shifts that are reshaping how sexual violence is perceived, challenged, and addressed in educational settings. However, high awareness alone does not guarantee institutional readiness, which depends on how well policies are communicated and managed, as discussed in the following sections.

Awareness of Institutional Policies and Policy Communication Management

As shown in Table 1 and Figure 1, 68.2% of students agreed (50.8%) or strongly agreed (17.4%) that they knew the campus policies on the prevention and handling of sexual violence (M = 3.79, SD = 0.82), whereas 26.7% were neutral and 5.1% disagreed or strongly disagreed. The dichotomous items point in the same direction: 77.8% of students reported knowing the campus policies, while 22.2% did not. Awareness of the policies is thus lower than awareness of the seriousness of the problem (89.1%; M = 4.33), and only 17.4% reported strong awareness. This finding reveals a communication gap between institutional efforts and student understanding that, although not universal, remains substantial. The gap is not merely a technical failure in information sharing but an obstacle to the development of a safe, informed, and responsive campus culture. Effective policy

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implementation requires more than well-written documents; it necessitates clear and ongoing dissemination strategies that ensure the target audience, especially students, fully understands their rights, responsibilities, and available support systems (Dunn, 2018).

From the lens of Media Richness Theory (Daft & Lengel, 1986), the uncertainty observed among a substantial minority of students may reflect a mismatch between the richness of the communication channels used and the sensitivity and complexity of the message. Policies on sexual violence call for rich, interactive, and personal channels, yet if they are disseminated only through static, impersonal means (e.g., campus websites and bulletin boards), they may fail to engage students meaningfully (Susskind, 2015). Communication that lacks interactivity or personal relevance tends to be filtered out, particularly in environments where students are already saturated with institutional messages. Insufficient transmission of policy-related content can lead to institutional disengagement, in which students are unaware of existing protections or skeptical of the administration's commitment to justice and safety.

Furthermore, the neutral and negative responses may indicate a deeper cultural disconnect within the institution. Perspectives on organizational culture in higher education suggest that formal policies cannot effectively shape campus norms unless they are reinforced through consistent, value-driven communication and everyday institutional practices (Tierney, 2008). Policies that exist only on paper have limited impact; meaningful change requires visible leadership commitment, active peer engagement, and the integration of these policies into student orientation programs, academic curricula, and co-curricular activities.

The implications of this uneven awareness are significant. Students who are unaware of reporting procedures, support services, or disciplinary protocols may hesitate to report incidents or seek help, which is consistent with evidence that uncertainty about reporting mechanisms and institutional trust are key barriers to reporting (Casal & Mittone, 2016; Parti & Robinson, 2021). In this study, 17.7% of students reported that they did not know where to report if they experienced or witnessed sexual violence. Such uncertainty, in turn, may perpetuate cycles of victimization and institutional inaction. Institutions therefore need to manage policy communication proactively and with a student-centered orientation. This includes using multiple platforms (e.g., social media, student ambassadors, and peer-led workshops), ensuring linguistic accessibility, and incorporating narratives that resonate with students' real-life experiences. In addition, regular evaluation of student comprehension through surveys, focus groups, or classroom integration can provide feedback loops to improve policy literacy. Ultimately, enhancing awareness is not just a matter of communication but a moral imperative: it ensures that students are empowered, informed, and protected, and that the institution upholds its responsibility to provide a learning environment free from harm and discrimination.

Socialization Management as a Preventive Mechanism

As shown in Table 1 and Figure 1, 55.9% of students agreed (42.7%) or strongly agreed (13.2%) that socialization about sexual violence on campus was sufficiently good (M = 3.58, SD = 0.87), which, together with the effectiveness of institutional response (M = 3.60), is the lowest mean among the four items, while 9.0% disagreed or strongly disagreed and 35.1% were neutral. That more than a third of students held neutral views and only

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13.2% strongly agreed suggests a disconnect between institutional messaging and student engagement. While the presence of campaigns and informational sessions indicates a surface-level commitment, the depth, continuity, and relevance of these efforts may fall short of achieving the desired behavioral and cultural impact. This gap is particularly critical in the context of sexual violence, where attitude change, empathy development, and norm reconstruction are essential.

McGuire's information processing model provides a useful framework for understanding this challenge. The model outlines a multi-stage process through which communication must pass to result in behavior change: attention, comprehension, acceptance, retention, and action (McGuire, 2014). Many institutional campaigns, particularly those relying on brochures, posters, or brief orientations, often capture initial attention but fail to engage students in the deeper cognitive and emotional processes required for sustained internalization. Without reinforcement, such efforts risk becoming performative or episodic rather than transformational. This is consistent with the systematic review by DeGue et al. (2014), which found that most evaluated prevention strategies are brief, psycho-educational programs focused on increasing knowledge or changing attitudes, none of which showed evidence of reducing sexually violent behavior in rigorous evaluations.

Moreover, the one-directional nature of traditional campaigns falls short of current thinking in public health education and violence prevention, which increasingly emphasizes participatory, peer-based approaches. DeGue et al. (2014) identify approaches that engage students as active bystanders and promote healthy relationships as promising directions for prevention. Participatory formats such as peer mentoring, student-led workshops, and digital storytelling can build on this direction by involving students in creating and disseminating educational messages. This is supported by Bandura's (1977) Social Learning Theory, which highlights the importance of modeling and social reinforcement in behavior adoption. Students are more likely to internalize values and norms when they see their peers embodying them in relatable, credible ways.

Additionally, participatory approaches create opportunities for dialogical learning, as proposed by Freire (1970), where students not only receive information but also reflect, critique, and reconstruct knowledge in relation to their lived experiences (Pietersen, 2022). This is particularly vital in the context of sexual violence, where cultural taboos, gender norms, and intersecting identities complicate how messages are received and interpreted. For instance, students from marginalized backgrounds may require tailored messaging that speaks to their specific vulnerabilities and social positions. From a management perspective, socialization must therefore move beyond one-off awareness-raising to become a planned, culturally responsive, inclusive, and ongoing process that is implemented and evaluated systematically. Universities should design layered interventions, combining formal instruction, peer dialogue, digital engagement, and experiential learning, and evaluate them not only by reach but also by depth of impact. Campaigns must also include feedback mechanisms to continuously adapt to student needs and responses.

In sum, socialization is not a secondary support to policy; it is a core pillar of prevention. Without intentional and participatory education, institutional policies risk

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becoming empty mandates. An empowered, informed, and critically engaged student body is an important safeguard against the perpetuation of sexual violence in higher education.

Perceived Effectiveness of Institutional Response and Service System Management

As shown in Table 1 and Figure 1, 57.9% of students agreed (47.8%) or strongly agreed (10.1%) that the university's actions in handling sexual violence cases were effective (M = 3.60, SD = 0.81), while 6.5% disagreed or strongly disagreed. However, 35.7% of students were neutral. This considerable proportion of students who reported neutrality or uncertainty regarding the university's effectiveness in handling sexual violence cases may signal a challenge to institutional legitimacy. While such neutrality may initially appear as indifference, it may also indicate limited confidence in the processes, procedures, and outcomes associated with institutional responses. This ambiguity in perception may stem from limited transparency, inconsistent enforcement of policies, or past incidents of mishandled cases that circulate through student discourse and digital platforms. Nikmatullah (2020) points to a related tension in Indonesian campuses between protecting the institution's good name and protecting victims, and Casal and Mittone (2016) show that institutional trust and stigma shape whether survivors report at all.

Holland et al. (2018) underscore the complexity of this issue in their analysis of compelled disclosure policies, which require institutional employees to report students' disclosures of sexual assault to university officials, often regardless of the survivor's wishes. They argue that such policies may undermine survivors' sense of control and may have negative consequences for survivors, and they call for survivor-centered reforms in institutional policies and practices. This matters for PTKIS, where the design of reporting procedures shapes whether students feel in control of their disclosures. Survivors may fear re-traumatization, social backlash, or administrative inaction, and the perception that the system is more protective of the institution's reputation than of its students may drive underreporting and silence.

From the perspective of institutional trust, trust is not an abstract value; it is built through demonstrable credibility, transparency, responsiveness, and accountability (Casal & Mittone, 2016). Institutions that fail to visibly uphold these principles risk being perceived as complicit in sustaining a culture of impunity. Trust is also deeply relational: students evaluate not only policies but also the attitudes and behaviors of staff, faculty, and administrators when navigating difficult situations.

Furthermore, trauma-informed institutional practices are now widely recognized as essential components of an effective response system. The Substance Abuse and Mental Health Services Administration (SAMHSA, 2014) identifies six guiding principles of a trauma-informed approach: safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice, and choice; and attention to cultural, historical, and gender issues. This approach shifts the focus from simply managing complaints to actively supporting survivor healing and recovery, while also holding perpetrators accountable.

To restore and strengthen institutional trust, higher education institutions need to manage their response as a coherent, digitally integrated, victim-centered service system, which is consistent with students' strong support for an application-based service system: 87.9% agreed that campuses should have one (M = 4.21), and 90.2% agreed that it would

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make reporting easier (M = 4.17), whereas 58.7% reported that their campus had no digital reporting application. Such a system should include user-friendly reporting platforms, anonymous consultation options, timely case updates, and referral pathways to legal and psychological services. Moreover, personnel responsible for handling cases, whether counselors, legal staff, or disciplinary officers, must be trained in gender sensitivity, trauma awareness, and intersectional justice.

Importantly, universities must not treat institutional response as a backend process but as a visible commitment to justice and equity. Publicizing case outcomes (in anonymized formats), conducting annual audits of response effectiveness, and actively involving student voices in oversight bodies can contribute to a culture of accountability. Without these measures, policy risks becoming symbolic, and students' neutrality may turn into disengagement or, worse, disillusionment. In sum, perceptions of institutional effectiveness are not fixed; they are earned and re-earned through continuous, authentic, and survivor-centered action. Universities must meet this challenge not only through systems and policies but also through a cultural transformation that places student safety and dignity at its core

CONCLUSION

This study demonstrates that while students in PTKIS overwhelmingly perceive sexual violence as a serious issue on campus (89.1%), their knowledge of campus policies (68.2%) and their positive assessments of socialization efforts (55.9%) and institutional responses (57.9%) are noticeably lower, with roughly a quarter to a third of students remaining neutral on each. Moreover, 17.7% of students did not know where to report incidents, which points to weaknesses in the management of policy communication. Similarly, current socialization efforts appear insufficient in depth and impact, which may limit their ability to translate awareness into action or behavioral change. The considerable share of students who were neutral or uncertain about the effectiveness of institutional responses reflects a broader issue of institutional trust, shaped by transparency, responsiveness, and the presence (or absence) of trauma-informed practices in the management of service systems. Taken together, these findings reveal a disconnect between policy intent and on-the-ground implementation, suggesting that the management readiness of PTKIS to handle sexual violence comprehensively remains uneven.

Based on the findings, it is recommended that PTKIS adopt a comprehensive, participatory, and culturally sensitive management approach to preventing and handling sexual violence on campus. Institutions should strengthen policy communication through accessible and engaging strategies that resonate with students' contexts and languages. Socialization efforts should be deepened and planned as an ongoing process, involving students in peer-led initiatives and educational campaigns to foster collective ownership of anti-violence norms. Furthermore, PTKIS should develop trauma-informed, digital-based service systems that allow for safe, anonymous reporting and ensure responsive support mechanisms, an approach supported by students' strong approval of an application-based service system (87.9%). Building institutional trust requires transparent handling of cases, regular evaluation of policy effectiveness, and the inclusion of student voices in oversight processes. Ultimately, PTKIS must commit to a cultural transformation that integrates

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Islamic ethical values with principles of justice, safety, and accountability, thereby creating a campus environment where every individual feels respected and protected.

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