

## **IMPLEMENTATION OF STUDENTS' CHARACTER TO HAVE AN ATTITUDE AS ANTI-SEXUAL VIOLENCE INTELLECTUALS THROUGH A HEALTHY CAMPUS**

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### **ABSTRACT**

To address the increasing cases of sexual violence in Indonesia and globally, there is a need to develop comprehensive strategies and initiatives. One approach is to enhance character development within the university environment, specifically through the implementation of a robust Healthy Campus Program. This program aims to instill national character values, focusing on education and higher education settings. The research employs qualitative methods, utilizing both secondary and primary sources, to shed light on the gravity of the issue and potential solutions. This holistic approach addresses not only the intellectual but also the spiritual aspects of individuals, emphasizing the importance of moral values and ethical conduct. It is through education that the foundation for preventing sexual violence can be laid. In addition to formal education, a Healthy Campus Program necessitates active involvement from the entire academic community. This collaborative effort is underscored by the guidelines outlined in Permendikbudristek No. 30 of 2021 concerning Crimes of Sexual Violence. The responsibility to foster a secure environment extends to all stakeholders within the university setting. By integrating character development initiatives and implementing a Healthy Campus Program, universities can contribute significantly to the prevention of sexual violence. This multifaceted approach aims not only to raise awareness but also to cultivate a culture of respect, empathy, and accountability. Through these collective efforts, it is envisioned that the number of sexual violence cases will decrease, creating a safer and more nurturing environment within and beyond university campuses.

**Keywords:** *students' character, sexual violence, victim blaming*

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### **INTRODUCTION**

Every year, the number of cases of sexual violence in Indonesia continues to increase massively. Anyone can become a victim of sexual violence, whether adults, teenagers, children, or toddlers. Sexual violence can also occur anywhere and at any time. The phenomenon of sexual violence has now become a global concern, because the perpetrators in this phenomenon often come from the victim's immediate environment, both family and school environment. Furthermore, Fairchild & Rudman (2008) explained that most of the targets of sexual violence perpetrators are places frequently visited by victims, such as the workplace, school or campus environment, home environment, as well as several locations frequently visited by victims and perpetrators. Apart from that, victims of sexual violence can also occur in men and women, in other words, victims of sexual violence do not look at gender and sexuality (Lonsway et al., 2008).

Through character education, all students are focused on Religion, Pancasila, and Citizenship courses and of course, all faculties must understand the important role they play in fulfilling their main tasks and responsibilities in higher education, supported by teaching staff, infrastructure, and various academic and non-academic programs. -academic. Character in

national education is strictly regulated in Article 3 of Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, which reads as follows:

National education functions to develop abilities and shape the character and civilization of a dignified nation to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who have faith and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Daulay, n.d.).

Students with character is a keyword in higher education because in higher education students are required not only to receive knowledge or skills but are also required to have example, motivation, and enthusiasm. In this way, students can grow and develop in a balanced way, both academically and non-academicly (hard and soft skills). Therefore, lecturers need abilities that include understanding and skills to introduce values or character to students. Instilling values and character in all students by implementing a healthy campus program. The healthy campus program is a systematic and comprehensive effort to realize universities as institutions that integrate health, in this discussion, it refers to minimizing the occurrence of sexual violence. To realize a healthy campus program, healthy education is also needed, so that it can improve the quality of a nation and the quality of life, as well as the role of lecturers to instill noble morals. So, when these two things have been fulfilled, the rights of each individual will be guaranteed and all students will have lecturers as examples or role models. Usually, role models have their roles for each individual. Even though it's just an attitude, these student role models can make students emulate their speech, actions, and way of thinking. It can also be said that the character possessed by a student (including understanding the values of character, morals, and ethics) depends on the role model he chooses during his studies at university. In this case, every student has the foundation of this character (Ramadiani et al., 2022).

In connection with this foundation, it is hoped that it can prevent sexual harassment and violence, in universities, in the family environment, in friendships, and public infrastructure. According to the explanation of Hastuti & Hernawati, (2003), cases of sexual harassment are currently widespread in the academic environment, one of which is the case of a female student who received unpleasant treatment (sexual harassment) from her boyfriend. This unpleasant treatment includes being forcibly kissed, forcibly touching the breasts and even attempted rape. Not only that, but sexual harassment also often occurs but is packaged with "jokes", such as poking the buttocks, and accompanied by dirty talk. Even though sexual harassment cannot only happen to women, these two cases can indirectly be seen as a form of subordination towards women.

Sexual violence has become the biggest concern for the entire community because the resulting impacts can also be said to be very terrible. Therefore, to minimize these violations, character education is an important thing. As previously explained, this education functions to instill character values, especially for the smallest line, namely students at Indraprastha PGRI University. So, it is hoped that all students will have character values as a foundation in society. For this reason, in this paper, the author specifically emphasizes the important role of developing student character so that they have attitudes as intellectuals, anti-sexual violence, and healthy campuses in character education in higher education. First, the author will discuss

character education, a necessity for today, being aware of the duties of lecturers, teaching and learning with character, and finally the contribution of lecturers in character education.

## **METHOD**

The chosen research methodology for this paper is qualitative, with a particular focus on a literature study. A literature study is a valuable component of qualitative research, relying on the examination and analysis of existing secondary data sources. These sources encompass a wide array of materials, including books, notes, research reports, statistical data, news articles, and important documents. By drawing upon this diverse range of secondary sources, researchers can enrich their understanding of the subject under investigation. The significance of the literature study lies in its ability to provide a comprehensive overview of existing knowledge and perspectives related to the research topic. Researchers can glean insights from the wealth of information available in scholarly works, empirical studies, and other relevant sources. This not only strengthens the theoretical foundation of the research but also aids in contextualizing findings within the broader academic discourse.

Moreover, the use of secondary data sources facilitates a more efficient and extensive exploration of the research area. Researchers can leverage the depth and breadth of pre-existing knowledge to inform their analysis, contributing to a more nuanced understanding of the subject matter. By critically engaging with diverse sources, the study aims to synthesize existing insights and generate novel perspectives that advance the discourse on the chosen topic. In summary, the qualitative research methodology adopted for this paper, specifically the literature study, serves as a vital tool for researchers. It enables the utilization of a variety of secondary data sources to support the analysis, fostering a comprehensive and informed exploration of the chosen subject. Through this approach, the research endeavors to contribute meaningfully to the existing body of knowledge and stimulate further discussions within the academic community.

## **RESULTS AND DISCUSSION**

Nowadays, it is time for the whole community, especially students as the nation's next generation, to participate in reviving the nation's character. As we know, national character has existed since Indonesia was founded. However, due to the diversity of Indonesian customs and culture, the nation's character currently does not have a strong basis or foundation. Therefore, this research shows the need to apply character, through the scope of higher education or education. Character development in this case can be obtained from formal, non-formal, and religious education as a form of spiritual demand for each individual. It is hoped that the implementation of this smallest scope can trigger the development of an understanding of the character in society at large, one of which is to minimize the occurrence of acts of sexual violence in the campus environment.

### **Sexual Violence**

Sexual violence is an act of "forcing" another person to have sexual relations, whether intended for commercial purposes or in a relationship. Sexual violence itself can occur anywhere, anytime, and to anyone, usually, these actions take the form of forced masturbation, oral sex, and forced sexual intercourse and are accompanied by strong hugs (Salamor &

Salamor, 2022). Furthermore, based on the Regulation of the Minister of Education, Culture, Science, and Technology (Permendikbudristek) Number 30 of 2021, it is known that sexual violence can also occur verbally, non-physically, and/or with the help of information technology. Usually in the form of messages containing things that refer to sexual invitations or advances, or even sending videos or photos of genitals. Or, in short, sexual violence can be explained as an act that insults, harasses, and degrades the dignity of an individual (Ministry of Education, 2021). Nisa et al. (2019) explain that several actions are often used as "jokes", but this is a form of sexual violence that is carried out verbally, such as looking at the victim (whether female or male) with a sexual gaze, shouting at the victim with words. which leads to sexual attraction, even commenting on one of the victim's body shapes, ultimately making the victim feel uncomfortable.

Even though the occurrence of sexual violence is increasing every day, most people tend to be less concerned, and it is not uncommon for victims to experience secondary victimization. Indifference regarding cases of sexual violence makes this phenomenon an emergency to handle. Therefore, it is necessary to maximize the role of educational institutions as much as possible, especially referring to the function of the Tridharma of Higher Education, including:

1. Environment
2. Changes in the behavior of the campus community
3. Health services

If the three aspects that reflect the Tridharma of Higher Education are truly taken into account, then indirectly the university will direct the entire academic community to support the creation of a healthy campus. Before entering into the goal of a healthy campus and minimizing the occurrence of sexual violence in the campus environment, we also need to understand what is referred to as sexual violence. As we understand, the majority of victims of sexual violence are women. However, in reality, victims of sexual violence can target anyone, anywhere, and at any time. So, in this case, men, women, children and even the elderly can become victims of sexual violence. Therefore, sexual violence is considered very close to defining gender inequality and power relations. Based on the publication of the National Commission on Violence Against Women (Perempuan, 2019), gender inequality and/or power relations are conditions when the reported person misuses knowledge, economic resources, and/or community acceptance or social status to control the victim.

Based on type, sexual violence can be divided into three, namely 1) physical; 2) verbal; and 3) verbal actions through information and communication technology. In general, we only know that acts classified as a form of sexual violence are limited to rape. However, acts of sexual violence are more than that, the following are acts that can be classified as sexual violence:

1. Saying speech that contains discrimination or insults physical appearance, body, or gender identity (for example sexist jokes, whistling, and looking at the victim's body parts);
2. Touching, rubbing, touching, or even rubbing body parts in intimate areas;
3. Sending material in the form of photos, videos, or audio with sexual nuances without consent;
4. Stalking, stealing, and distributing personal information, including private photos or videos without the person's consent;

5. Giving punishment or orders that have sexual nuances to other people;
6. Peeping on people when bathing, dressing, or urinating;
7. Undressing someone without permission;
8. Persuading, promising, offering, or threatening someone to carry out sexual transactions or activities that the person does not agree to;
9. Committing other acts, such as degrading, insulting, harassing, and/or attacking a person's body or reproductive function. In the end, it has an impact on a person's psychological or physical suffering.

In short, sexual violence is any act that degrades, insults, harasses, and attacks the body because of gender inequality or power relations. In general, cases of sexual violence are based on several main reasons, namely social, cultural, and institutional factors that tend to subordinate women. Indirectly, this condition reflects the strong patriarchal culture in our environment. In patriarchal cultures, women tend to be subordinated and controlled. It doesn't stop there, this patriarchal culture also tends to make women disadvantaged, because they are seen as sexual objects. In the end, this culture creates stereotypes towards women and leads to sexual violence. It is not uncommon for victims to experience victim blaming, and end up experiencing secondary victimization (repeated traumatization carried out by a person or a group, or an organization against rape victims or victims of harassment or sexual violence through the attitudes and behavior carried out towards the victim) (Maes et al., 2023).

Victim blaming itself was explained by Hartmann (2015) as part of the stigma related to sexual violence which is still taboo to discuss. Thus, victims who try to seek justice must experience traumatic conditions and a state of blame. Victim blaming related to sexual violence often refers to the victim's clothing at the time of the incident. However, in reality, sexual violence is more than just the type of clothing the victim was wearing when the violence occurred. Therefore, to support the running of a healthy campus program, and refer to environmental factors and changes in campus community behavior, it is necessary to have a further understanding of what is meant by sexual violence. In this way, the entire academic community, including lecturers, staff, and all students, can create a healthy and safe campus environment, by implementing a zero-tolerance area. So, it is hoped that it can create changes in behavior for anyone who violates or has the intention to commit a violation (Heidt et al., 2005).

Apart from that, the health services section of the Healthy Campus program which contains health promotion, disease prevention through early detection, and health education, can also be one of the preventive measures to prevent sexual violence. The first step that university lecturers and staff can take is to provide outreach regarding the impact of sexual violence. This outreach is considered very necessary because the impact is very large and cannot be cured in a short time because it is not uncommon for victims of sexual violence to experience the following impacts:

1. Temporary paralysis or tonic immobility. Tonic immobility is a state of temporary involuntary paralysis, where an individual is unable to move, or in many cases, cannot even make a sound (Möller et al., 2017). According to a study conducted on 300 women who visited a rape victim treatment clinic, "7 out of 10 victims of sexual violence experienced significant tonic immobility" (Goldberg et al., 2015). It doesn't stop there, victims of sexual

violence are also often blamed for not fighting back, screaming, or running away. Even though at that time the victim experienced tonic immobility;

2. Victim blaming or blaming the victim is an attitude that shows that the victim is responsible for the sexual violence they experience, not the perpetrator. Victim blaming occurs when the victim is assumed to have done something to provoke or cause sexual violence through their actions, words, or clothing. One of the causes of the lack of reporting by victims of sexual violence regarding the incidents they experience is victim blaming carried out by various parties, whether from law enforcement officials, the workplace or educational environment, or even members of the victim's own family. Usually, the form of victim blaming carried out against victims of sexual violence in Indonesia revolves around the way the victim dresses which is considered "inviting", the victim's words and behavior which are considered "provocative", and the victim's response which does not fight the perpetrator. Therefore, if the concept of tonic immobility is not understood, the impact will occur at two levels. The impact resulting from victim blaming can attack internal factors (blaming oneself, leading to the potential for suicide and self-harm) and external factors of the victim.
3. False accusations or false accusations are a condition where many victims of sexual violence are reluctant to report their cases due to the view that they are making false accusations. Not only that, many victims of (sexual) violence are then reported back under articles of defamation because they are deemed not to have strong enough evidence.
4. The burden of proof is also an impact that can attack the mental health of a victim of sexual violence. The reason is when reporting, not only can you be accused of making false accusations, but victims of sexual violence are also burdened with proof. Likewise, when reporting to the authorities, the victim is required to find the identity and complete data of the perpetrator and provide references to articles in legal regulations that can be used by the authorities to process the case further.

By knowing the impacts resulting from acts of sexual violence, the entire academic community, including lecturers, staff, and students, is expected to be able to assess these incidents. Of course, a healthy campus program must also be accompanied by an understanding of the national character within it. So, the goals of the healthy campus program will soon be realized.

### **The Role of the Academic Community in Minimizing Sexual Violence**

Sexual violence that occurs in tertiary institutions is one of the biggest problems and is difficult to resolve because apart from having a very long-lasting impact on students, victims also often experience victim blaming (a condition where the victim is blamed in a sexual context, which can influence the victim's narrative about their experience, ultimately giving rise to stigma that is detrimental to the victim) (Hartmann, 2015; Randall, 2010). The problem of sexual violence tends to become massive because of the presence of myths about the occurrence of this phenomenon which refer to "distorting" the idea of who the perpetrator in the tragedy was. In the end, there is a stigma that the perpetrator must be someone they know or a partner (occurs with consent) so sexual violence can rarely be proven, both from the perspective of the victim and the perpetrator (Hartmann, 2015). In short, most of the myths about sexual violence that occur in tertiary institutions do not match the mythology of rape,

therefore there needs to be realistic development regarding overcoming and handling sexual violence that occurs.

Talking about sexual violence in the tertiary environment, when referring to the Regulation of the Minister of Education, Culture, Science and Technology (Permendikbudristek) Number 30 of 2021 concerning Criminal Acts of Sexual Violence, every element in the university environment is expected to be able to create superior human resources so that can create a healthy campus. These demands are related to character building which is considered to have a strategic role as an empowerment agent, namely by establishing a Task Force for the Prevention and Handling of Sexual Violence in Higher Education Environments or the PPKS Task Force). The target of forming this team is to prevent and handle acts of sexual violence that occur in the university environment. With this regulation, it is hoped that it can create a healthy university environment and protect victims of sexual violence.

In this regulation, the entire academic community in a university is obliged to participate in handling and preventing sexual violence, especially within the university environment. Universities and the entire academic community must accompany victims, provide sanctions to perpetrators, and accompany victims during recovery. This is regulated in articles 10 - 19 of Minister of Education and Culture Regulation No. 30 of 2021 concerning Crimes of Sexual Violence. The following are several things contained in articles 10-19, including:

#### 1. Mentoring

Victim assistance in this case can take the form of counseling guidance and, the availability of health services. Apart from that, according to Permendikbudristek, it also guarantees legal assistance, advocacy, and the provision of social or spiritual guidance by universities. Referring to providing social or spiritual guidance, the academic community who can take part in this assistance can be provided by lecturers from religious courses. One of the efforts that can be made by representatives of religious lecturers who are trusted in this task force is to provide spiritual support in assisting victims, such as assisting in strengthening their faith and convincing both victims and their families to remain steadfast in overcoming the problem of sexual violence that occurs (Manarat et al., 2021).

#### 2. Protection

HAM or Human Rights is a definition of rights given directly by God Almighty as something natural. Thus, no power can revoke the human rights of every individual from the time they are in the womb. This is of course related to protection, both as a preventive measure and to deal with acts of sexual violence. Every individual has the right to receive protection, as explained in the Education and Culture Ministerial Regulation, this protection is seen as a guarantee of educational continuity for all students and educators. One of the aims is to protect the confidentiality of identity, obtain information regarding rights, and protection facilities and access to their implementation, including the provision of safe houses, protection for victims from criminal charges, freedom, and the existence of sanctions that are suddenly imposed on victims (Febrianti et al., 2022).

#### 3. Imposition of Administrative Sanctions

Administrative sanctions in handling acts of sexual violence are also part of upholding human rights taught in citizenship education. This sanction will be imposed on the perpetrator if it is proven that there was an act of sexual violence. However, as previously explained, every individual has the privilege of human rights in Indonesia. Therefore, the imposition of

punishment for the perpetrator must also go through several stages, one of which refers to the approval of the university leadership which is then adjusted to the rules designed by the PPKS SATGAS (Noer & Kartika, 2022).

#### 4. Recovery of victims

Victim recovery is an action related to the individual benefit of the victim. Recovery in the context of sexual violence can be carried out using several approaches as follows: 1) victim-centered or oriented to the victim's mental condition, the first approach must, of course, be the main consideration in the entire recovery process; 2) rights-based, as explained in citizenship education, that every individual from the womb has human rights, and in the recovery process, every victim of sexual violence also has the right to obtain truth, justice, and recovery; 3) multidimensional or the approach taken to achieve complete recovery for victims, meaning that every element that supports recovery is carefully considered; and 4) sustainable, this relates to the period of recovery for victims of sexual violence which cannot be done in a short time or requires time. Victims can recover through health services (following counseling with a psychologist). Accompanying institutions or communities must also be provided, but all existing activities must also pass the consent of the victim (Handoko et al., 2022).

### **CONCLUSION**

Sexual violence continues to grow massively, in fact, this phenomenon does not only occur in Indonesia but has become a concern for society globally. Victims of sexual violence today no longer look at gender and age, anyone has the potential to become a victim. The location where sexual violence occurs can occur even in places that are considered safe, such as a university environment. Therefore, every university currently emphasizes all students understand character education through courses on religion, Pancasila, and citizenship. Character education is stated explicitly in Article 3 of Republic of Indonesia Law No. 20 of 2003 concerning National Education.

Furthermore, to minimize the occurrence of sexual violence in the tertiary environment by creating a healthy campus. To create a healthy campus, each university carries out a program as a systematic and comprehensive effort to realize the university as an institution that integrates health. To realize a healthy campus program, healthy education is also needed, so that it can improve the quality of a nation and the quality of life, as well as the role of lecturers to instill noble morals. So, when these two things have been fulfilled, the rights of each individual will be guaranteed and all students will have lecturers as examples or role models.

As we know, sexual violence is an act of "forcing" another person to have sexual relations, whether intended for commercial purposes or within a relationship. Sexual violence itself can occur anywhere, anytime, and to anyone, usually, these actions take the form of forced masturbation, oral sex, forced sexual intercourse, and accompanied by strong hugs. Or, in short, sexual violence can be explained as an act that humiliates, harasses, and degrades the dignity of an individual. The impact of sexual violence cannot be resolved as quickly as returning the palm, not to mention when the victim experiences victim blaming and secondary victimization. Therefore, the entire academic community must participate in creating a healthy campus. The role of the academic community in the tertiary environment refers to the Regulation of the Minister of Education, Culture, Science and Technology (Permendikbudristek) Number 30 of 2021 concerning Criminal Acts of Sexual Violence.

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