

Strengthening MBKM Ecosystem: A Comprehensive Approach through Satgas PPKS to Address Sexual Violence in Indonesian Higher Education

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ABSTRACT

This research aims to strengthen the MBKM ecosystem through the PPKS Task Force in all Indonesian universities, in accordance with Permendikbudristek Number 30 of 2021. This initiative supports the concept of Independent Learning Campus Independence with a focus on freedom, innovation and independence. Sexual violence was identified as a major obstacle to creating an inclusive learning environment. The PPKS Task Force, like at USU, UM, and UPR, is collaborating with Puspeka to provide training and use creative media such as comics and videos to increase students' understanding and awareness regarding this issue. However, participation in PPKS socialization is still minimal, and this research suggests increasing the use of creative media to disseminate information. This study was conducted at seven universities in six provinces of Indonesia, using the Participatory Action Research method with the active participation of students, lecturers and education staff. The development of creative media, such as short films and short stories, is field tested to strengthen understanding regarding PPKS and build an inclusive and healthy educational environment. The research findings demonstrate the urgency of addressing sexual violence in higher education and recommend a more targeted and comprehensive awareness campaign to increase understanding and participation in PPKS initiatives throughout Indonesia.

KEYWORDS

creative media, sexual violence, gender, MBKM, PPKS Task Force

INTRODUCTION

Higher education in Indonesia is experiencing a paradigm shift through the concept of freedom of learning Independent Campus atau Merdeka Belajar Kampus Merdeka (MBKM), which advocates freedom, innovation and independence in the learning process. However, big challenges arise in creating an inclusive learning environment, one of which is the increasing number of cases of sexual violence in higher education which is a major obstacle. The Minister of Education and Culture once said that until now three big sins haunt educational institutions, one of which is sexual violence and education must immediately deal with this situation. Universities must be able to prevent sexual violence. The Ministry of Education and Culture, Research Technology has said that every university in Indonesia must prevent sexual violence by starting with strict lecturer selection. Universities must ensure that the lecturers they choose not only have good teaching skills but also good morals so that they can prevent sexual violence. Sexual education in higher education is very

important because it can provide students with an understanding of the parts of the body that are private and must be protected, as well as providing sexual education that can make the academic community reject and fight any sexual violence that comes their way (Kusumawardani, 2022).

Preventing sexual violence in higher education requires cooperation from various parties. Efforts to prevent sexual violence cannot be done alone. This identification encouraged the formation of Task Forces for the Prevention and Handling of Sexual Violence (PPKS Task Force) in all universities, in accordance with Minister of Education and Culture Regulation Number 30 of 2021 concerning Prevention and Handling of Sexual Violence (PPKS) which is currently also the basis of policy for Higher Education Institutions. Minister of Education and Culture, Research and Technology Regulation number 30 of 2021 concerning the prevention and handling of sexual violence in article 23 paragraph 1 states that every university is required to form a task force to prevent and handle sexual violence (BPK RI, 2021). It is known that as of February 2023, all universities in Indonesia have formed a PPKS Task Force (Kemdikbud, 2023). The strategic role of the PPKS Task Force in strengthening the MBKM ecosystem is the main focus of this research. In several universities, such as USU, UM, and UPR, the PPKS Task Force collaborates with the Center for Women's and Children's Empowerment (Pusat Pemberdayaan Perempuan dan Anak/ Puspeka) to provide training (Zahro, Dalimunthe and Elbaar, 2022). The use of creative media, such as comics and videos, is an innovative approach in increasing students' understanding and awareness regarding the issue of sexual violence.

Sexual violence is a threat that can occur in various places and situations, involving anyone as a victim or perpetrator. To realize freedom from all forms of violence, it is important for Human Resources (HR) in the Higher Education environment to have a strong understanding of the Prevention and Handling of Sexual Violence (Pencegahan dan Penanganan Kekerasan Seksual/ PPKS). Efforts to educate and properly understand violence and policies related to PPKS are the basic steps that have been carried out by special PPKS teams (task forces) from various universities including USU, UM, and UPR through various communication platforms. Collaboration between the PPKS task force and Puspeka (Character Development Center) from the Ministry of Education, Research and Technology has also provided PPKS training. The respective universities organize online training for students. For example, at UM, students take training before using the Academic Information System (Sistem Informasi Akademik/ Siakad), so the majority of students have taken part in this program. However, this effort is still an initial step because the formation of anti-violence values requires a continuous process which is expected to strengthen the campus community's understanding and awareness of the issue of sexual violence, reflected in daily behavior.

The PPKS Task Force at universities has one of the tasks of conducting a sexual violence survey at least once every 6 months at universities. If it is proven that there are still universities that have not formed a PPKS Task Force, the Ministry of Education, Culture, Research and Technology will reduce the accreditation of these universities (Faridah, 2021). The formation of a Task Force for preventing and handling sexual violence (PPKS) on campus can encourage every academic community to further improve security and protect the campus environment from sexual violence, as well as monitor and encourage campus officials to be objective in preventing sexual violence (Pangestu, 2022).

With the formation of the PPKS Task Force, it is hoped that it will be able to conduct a survey aimed at finding out the extent of the implementation of Minister of Education and Culture, Research and Technology Number 30 of 2021 in the campus environment, mapping

the situation of knowledge and individual experiences of the campus academic community regarding sexual violence, as well as measuring the efficiency of preventing and handling cases of sexual violence. Apart from conducting a survey, the campus PPKS Task Force must also carry out an outreach in the form of a talk show discussing the prevention of sexual violence in higher education both offline and online, hold meetings with student organizations coordinated by students, conduct outreach to every campus community regarding sexual violence, carry out outreach through Instagram social media as well as conducting campaigns through various creative media which are deemed effective in providing education about efforts to prevent sexual violence in higher education.

In responding to this challenge, creative media has become an effective tool in strengthening efforts to prevent and handle cases of gender-based violence in higher education environments. The capabilities of creative media such as comics, videos and other visual arts have great potential in conveying educational messages and advocating anti-violence values in a way that is strong and easy to understand by various levels of society. Based on a survey conducted at seven campuses, namely USU, UNIMED, UM, USYIAH, UNMUL, UNRAM, and UPR, almost 50% of respondents who are academics have never participated in socialization related to PPKS so they still have minimal information regarding PPKS. Only around 21.4% took part in the socialization regarding PPKS (Zahro A, et al, 2022). This shows that the level of participation of students, staff and teaching staff is still low in participating in PPKS socialization activities on their respective campuses.

Therefore, the existence of creative media can help spread socialization about PPKS in the tertiary environment. This research emphasizes the need to increase the use of creative media to disseminate information more effectively and reach more students. The research was conducted at seven universities in six provinces of Indonesia, using the Participatory Action Research method with active participation from students, lecturers and education staff. By digging deeper into the urgency of dealing with sexual violence on campus, this research provides recommendations for more targeted and comprehensive awareness campaigns. It is hoped that the results of this research can become the basis for concrete steps in creating an inclusive, safe and supportive educational environment for all academics in Indonesian higher education in accordance with the concept of Independent Learning on Independent Campuses (MBKM) and the implementation of Permendikbud Ristek No. 30 of 2021.

LITERATURE REVIEW

Merdeka Belajar Kampus Merdeka (MBKM) and Gender Based Violence

Merdeka Belajar Kampus Merdeka (MBKM) or Independent Campus Learning Freedom is a policy initiative from the Minister of Education and Culture which aims to encourage students to master various fields of knowledge which are not only relevant to the world of work, but also provide opportunities and challenges in developing students' creativity, character and personal needs. Learning in the Independent Campus environment does not only rely on theoretical learning, but also encourages students to seek knowledge through real experience in the field, including social interaction, solving concrete problems, as well as developing skills such as collaboration, self-management, and achieving performance targets. The main aim is to inspire students' independence in managing challenges in the real world and increase their adaptive capacity to dynamic changes in the world of work.

Meanwhile, gender-based violence is a global public health problem and a violation of human rights which is a main feature in humanitarian crises (Bhuvandera and Holmes, 2014; Enarson and Chakrabati, 2009). Gender and sex are two different things. Zevallos (2014)

defines gender as the way society determines and manages sex categories, the cultural meanings attached to male and female roles, and how individuals view their identities as men, women or other gender positions. Gender-based violence is any intentional act that harms someone based on an inequality of power resulting from gender roles, where the majority of cases involve women. Gender roles and power relations are the basis for understanding how gender as a system of power facilitates, limits, determines and influences women's position in society.

Merdeka Belajar Kampus Merdeka (MBKM) is closely connected to the problem of gender-based violence (KBG) in the campus environment. With an MBKM approach that promotes freedom of learning, active participation and inclusion, campuses can become vehicles that promote equality and eliminate gender discrimination. However, GBK such as sexual harassment, discrimination and gender stereotypes often occur in the campus environment, preventing the achievement of inclusive MBKM goals. For this reason, the use of education, advocacy and creative media strategies in MBKM can be an effective tool in increasing awareness, protecting and empowering the entire campus community regarding KBG issues.

Establishment of the PPKS Task Force

In an effort to prevent and handle sexual violence in higher education environments, compliance with the Minister of Education, Culture, Research and Technology Regulation Number 30 of 2021 concerning Prevention and Handling of Sexual Violence in Higher Education Environments is required. This regulation generally requires universities to formulate policies and take steps to prevent and handle sexual violence related to the implementation of the Tridharma of higher education, both on and off campus. Preventing sexual violence must be carried out by higher education institutions through learning processes, strengthening governance, and strengthening the culture of student communities, educators and education staff. Meanwhile, handling sexual violence involves a pattern of assistance, protection, application of administrative sanctions, and recovery of victims (Erlina, 2023).

Regulation of the Minister of Education, Culture, Research and Technology Number 30 of 2021 concerning Prevention and Handling of Sexual Violence in Higher Education Environments was initiated as a progressive step to create a good, safe and comfortable campus environment, responding to concerns regarding the high incidence of sexual violence in university environments tall. According to Rusprita Putri Utami, Head of the Character Strengthening Center (Puspeka) of the Ministry of Education and Culture, Research and Technology, data states that out of 125 State Universities in Indonesia, consisting of 76 Academic PTNs and 49 Vocational PTNs, have formed a PPKS Task Force. It is hoped that this Task Force can become a forum for prevention, complaints and handling, providing protection and justice for victims. Minister of Education and Culture, Research and Technology Regulation Number 30 of 2021, especially Article 6 paragraph (1), regulates three aspects that can be carried out by universities in preventing sexual violence, namely through learning, strengthening governance, and strengthening the culture of the student community by involving educators and education staff. The Task Force team for preventing sexual violence in universities is further regulated in Article 54 paragraph (1), where university leaders have the obligation to monitor and evaluate prevention and handling efforts carried out by the Task Force team. Higher education institutions that do not fulfill these obligations may be subject to administrative sanctions, such as a written warning or

dismissal from office, in accordance with the provisions in Article 55 of the Minister of Education and Culture, Research and Technology Regulation Number 30 of 2021.

Creative Media to Strengthen the MBKM Ecosystem from Gender-Based Violence

Referring to the origin of the word, Creative Media consists of two words, namely Media and Creative. Media is the collective communication outlets or tools that are used to store and deliver information or data. (Techopedia.com). It is either associated with communication media, or the specialized mass media communication businesses such as print media and the press, photography, advertising, cinema, broadcasting (radio and television) and publishing (Lister, 2009). Meanwhile, what is meant by creativity is the ability to create or develop ideas to create new and different things from before. Creative media can be found in advertising media, broadcast media (radio and television), electronic media, and print media (Ikita, G.. et al, 2021).

Based on the definition above, it can be concluded that creative media refers to a variety of communication tools used to store, send and disseminate information and data. This term covers various forms of media included in general communications as well as specific media businesses, such as print, photography, advertising, cinema, broadcasting (radio and television), and publications. With the increasingly rapid progress of information and communication technology, it provides opportunities for people to access information and communicate more easily and quickly. This has also opened up opportunities for perpetrators of gender-based violence (GBG) to spread information and propaganda that can harm victims and society.

In order to strengthen the Independent Learning Campus (MBKM) ecosystem, efforts are needed to protect students and the community from KBG. One effort that can be made is to utilize creative media that can be used to provide education and understanding to the public about KBG. Creative media can also be used to campaign for the prevention and control of KBG.

The following are several examples of the use of creative media to strengthen the MBKM ecosystem from KBG:

- a. Short film. Short films can be used to tell stories about KBG victims. Short films can also be used to educate the public about the dangers of KBG.
- b. Public service announcements. Public service advertisements can be used to campaign for the prevention and control of KBG. Public service announcements can be broadcast on television, radio, or social media.
- c. Educational videos. Educational videos can be used to provide information about KBG. Educational videos can be uploaded to social media or uploaded to online learning platforms.
- d. Website. The website may be used to provide information and resources about KBG. The website can also be used to campaign for the prevention and control of KBG.
- e. Application. The application can be used to provide education and understanding about KBG. The application can also be used to report KBG cases.
- f. Comic. Comics are media that use images and text to tell a story. Comics can be used to convey the KBG theme in a more personal and relatable way. For example, comics can tell true stories about KBG victims or simply describe everyday situations that can become a form of KBG.
- g. Poster. Posters are media that use images and text to convey messages briefly and concisely. Posters can be used to campaign for the prevention and control of KBG.

The use of creative media to strengthen the MBKM ecosystem from KBG needs to be done in a sustainable manner. This is important to ensure that the public has a good understanding of KBG and can protect themselves from KBG. Effective use of creative media can be done if it is quality and informative. By utilizing creative media appropriately, it is hoped that it can increase public awareness about KBG and prevent the occurrence of KBG on campus and in the community.

RESEARCH METHODS

This research was conducted at seven (7) universities, namely Universitas Sumatera Utara (USU), Universitas Negeri Medan (UNIMED), Universitas Syah Kuala (UNSYIAH), Universitas Negeri Malang (UM), Universitas Palangka Raya (UPR), Universitas Negeri Matram (UNRAM), and Universitas Negeri Mulawarman (UNMUL). The seven campuses are located in six provinces in Indonesia, namely North Sumatra, Aceh, East Java, Central Kalimantan, West Nusa Tenggara and East Kalimantan. The research was carried out using the Participatory Action Research method (17) and development adapted from the development method (18) according to the stages of creative media development (19). Research subjects, namely students, lecturers and educational staff actively participate in the research-development-action process. Data collection was carried out through a survey of 100 respondents at each university (70 students, 10 lecturers, 5 educational staff/ educators) and in-depth interviews with 5 higher education leaders at each campus; as well as three Focus Group Discussions (FGD) with 35 students, 5 lecturers and 3 staff at each university. Portraits of PPKS implementation in 3 universities were then explored as creative media ideas. Development adapted from various creative writing methods and material development. Development begins with compiling a design by applying the principle of *dulce et utile* (beautiful and useful) in the form of a media grid, character development and story writing by emphasizing the value of non-violence, and editing. Furthermore, field tests were carried out as part of the action to strengthen understanding of PPKS in order to build quality education, with a gender equality perspective, and produce a healthy and prosperous campus community.

In general, the steps of this research are (1) analyzing the need for media containing anti-violence values through PPKS and FGD actions/socialization; (2) identify and formulate development goals; (3) compiling a grid in the form of guidelines for characterization and story development; (4) developing creative media containing values without violence, (5) carrying out actions (continued) to strengthen PPKS with creative media, (6) reflecting on the implementation of actions and reviewing creative media (comics) to strengthen values without violence.

RESULTS AND DISCUSSION

Based on the research results and in-depth discussion regarding the research questions that have been asked, findings have been identified from various variables and respondent data such as gender, age, occupation, perpetrators of violence, campus community responses, knowledge about the PPKS task force, PPKS media, and PPKS socialization materials. which can be seen in the following tables:

Data on Respondent Characteristics

Table 1. Number of Respondents Based on Gender, Age and Occupation

Characteristics	UNRAM	USU	UM	UNMUL	UNIMED	UNSYIAH	UPR
SEX							
Male	35	60	29	11	40	0	9
Female	62	80	35	10	50	62	12
NOT Mention	2	1	0	2	0	1	0
AGE (Year)							
16-25	90	127	61	20	42	45	6
26-35	5	6	1	0	15	7	1
36-45	1	2	2	1	15	5	7
46-55	2	6	0	1	13	6	6
> 56	1	0	0	1	5	0	1
WORK							
Students	90	127	58	20	43	45	6
Educators	2	12	1	2	14	6	1
Lecturer	7	2	5	1	33	12	14

Source: Data Analysis 2023

Based on the results of the table above, it is found that based on gender there are variations in the distribution of men from various universities, with the highest percentage being at USU (42.6%) and the lowest at UNSYIAH (0%). Meanwhile, for women, the highest percentage was at UNSYIAH (98.4%) and the lowest was at UNRAM (62.7%). This shows that UNRAM has a higher proportion of women than men, USU has a more even distribution of men and women, UM and UNMUL show a slightly higher proportion of women than men, UNIMED has an almost equal ratio between men and women, UNSYIAH has a much higher percentage of women than men and UPR has a higher percentage of men than women.

Based on age, it shows that the majority of respondents from all universities are in the 16-25 years age group. This may reflect high participation from new students or those completing higher education. The 26-35 years age range also has sufficient representation, especially at UNRAM, USU, and UNIMED. This could indicate the presence of academic staff, researchers or teaching staff who are at an early career stage. The age groups 36-45 years and 46-55 were ranked third with a significant number of respondents at several universities. As with UNSYIAH, it stands out with a more even age distribution in various age groups, including the 36-45 years old and 46-55 years old age groups. This can reflect the diversity within the university community, including the presence of faculty and staff with varying levels of experience. Meanwhile, the number of respondents over 56 years is relatively small. This reflects general trends among respondents or may be influenced by the primary focus of activities and use of technology in the survey.

Meanwhile, based on occupation, the majority of respondents from all universities are students. Meanwhile, the distribution of lecturers and teaching staff (non-lecturers) varies between universities. For example, UNRAM and UNIMED have a significant proportion of lecturers, 7% and 33% respectively. Meanwhile, UPR has a lower proportion of lecturers (14%), and UNSYIAH has a more even distribution (12%). Therefore, it is necessary to increase the participation of lecturers and teaching staff in understanding the overall importance of PPKS and how to handle it.

Perpetrators of Violence

Table 2. Number of Perpetrators of Sexual Violence in Higher Education

Actors	UNRAM	USU	UM	UNMUL	UNIMED	UNSYIAH	UPR
People in outside of campus	39	52	17	12	36	18	5
Students	22	28	16	2	18	19	5
Lecturers	11	1	2	0	8	8	3
Educators	4	1	1	0	2	0	0
Leader of internship /field practice/KKN research locatic	1	0	28	9	25	14	6
Friends outside campus	0	0	0	0	0	2	2
Didn't mention	22	59	0	0	1	2	0

Source: Data Analysis 2023

Based on data on perpetrators of violence that occurred at various universities, many of the perpetrators of violence were people outside campus in significant numbers, especially at USU, UM, UNMUL, and UNSYIAH. This may reflect challenges related to security around the campus environment. Apart from that, students are also recorded as perpetrators of violence, although the numbers tend to be lower compared to people outside campus. Lecturers also have a significant contribution as perpetrators of violence at several universities, especially at UNRAM and UNIMED, which reflects disharmony or internal tension among teaching staff. As well as teaching staff and leaders of internships/field practice/KKN research are also involved as perpetrators of violence, especially at UM, UNMUL, and UNSYIAH. This can be related to the dynamics of guidance or supervision in the field of field education. Cases of sexual harassment at universities generally occur due to power relations, where lecturers using the student mode are invited to carry out research or community service, take the victim out of town, or the thesis guidance mode so that physical or non-physical sexual harassment occurs in the middle of the research guidance or thesis guidance (Quran, 2022).

Response from the Campus Academic Community

Table 3. Campus Community Responses to Existing Sexual Violence

Resposns	UNRAM	USU	UM	UNMUL	UNIMED	UNSYIAH	UPR
Support and Protect Victims	63	79	39	18	57	36	14
Victims could prove	11	4	5	1	6	11	2
Victims are blamed	6	2	1	1	1	0	1
Protect the perpetrator	5	9	3	0	3	3	1
Don't Know	14	47	16	3	23	13	3

Source: Researcher Processed Data 2023

Based on the table above, the majority of respondents from all universities showed a tendency to support and protect victims of sexual violence. This response reflects awareness of the need to support victims and protect their rights. Awareness of the importance of providing support and protection to victims of sexual violence is reflected in the understanding that victims need support for recovery and justice. In addition, a number of respondents at all universities, especially at UNRAM, USU, and UNSYIAH, stated that victims were required to prove the sexual violence they experienced. This may reflect a lack of understanding of the burden of proof or the legal system that requires proof. This is due to a lack of understanding about the burden of proof in cases of sexual violence or perhaps

also the influence of social norms which place the burden of proof on the victim. And a small number of respondents at several universities stated that the victim was blamed. These responses reflect the victim-blaming attitudes that still exist in some circles, which can worsen victims' experiences. Victim-blaming attitudes may reflect social stigma or myths surrounding sexual violence. Some respondents may have the mistaken belief that the victim was responsible for the incident. For this reason, there is a need to increase adequate knowledge or information about sexual violence as well as developing issues, understanding of how to respond to sexual violence.

Knowledge about the PPKS Task Force

Table 4. Sources of Respondents Knowing About the PPKS Task Force in Higher Education

Source	UNRAM	USU	UM	UNMUL	UNIMED	UNSYIAH	UPR
Socialization carried out by the university	21	25	25	8	16	14	13
Social media reporting	19	28	11	2	18	15	0
Electronic media reporting	5	6	4	1	5	5	0
Socialization carried out by the study center that pays attention to the handling and prevention of sexual violence	14	13	7	8	15	10	6
Socialization carried out by student organizations	8	3	7	3	0	4	0
Don't know	32	66	10	1	36	23	2

Source: *Analysis Data 2023*

Based on the table above, it is known that the majority of respondents from several universities, especially at USU, UM, and UNMUL, knew about the PPKS Task Force through outreach carried out directly by the university. This shows the university's active efforts in conveying information to the entire academic community in forms such as seminars, workshops or public lectures. Socialization via social media also makes a significant contribution to disseminating information about the PPKS Task Force. USU and UNSYIAH stood out with the number of respondents noting social media as a primary source of information. Social media is a very popular platform among students and the general public. Information conveyed via social media can be more easily accessed and shared by individuals and can increase the reach of that information. Apart from that, a number of respondents learned about the PPKS Task Force through outreach carried out by the study center which paid attention to the handling and prevention of sexual violence. This shows that efforts to focus on the issue of sexual violence also have a positive impact in disseminating information. Study centers that focus on handling and preventing sexual violence are considered to have special expertise in conveying related information so that respondents feel the study center is a trustworthy authority. However, there were still a number of respondents, especially at USU and UNIMED, who stated that they did not know about the PPKS Task Force. This could reflect a lack of effective information or a low level of awareness among respondents regarding the existence and function of the PPKS Task Force at the university. Therefore, it is necessary to carry out more massive and creative outreach activities to provide education and understanding to all levels of students, staff and

teaching staff to better understand the importance of the role of the PPKS task force in their respective universities.

PPKS Media

Table 5. Media Considered Most Effective for Socializing PPKS

Media	UNRAM	USU	UM	UNMUL	UNIMED	UNSYIAH	UPR
Flyers	6	29	5	4	20	16	5
Comic	7	9	2	2	3	3	0
Short film	56	78	46	10	49	35	12
Short story	26	18	6	6	14	4	3
News	0	0	0	0	0	0	0
Banner	0	0	0	0	0	0	0
Social media	1	1	3	0	3	4	0
Don't know	3	6	2	1	1	1	1

Source: Data Analysis 2023

Based on the data in the table above, it is known that short films are consistently considered the most effective socialization media by the majority of respondents from all universities. The use of visual and audio narration in short film format is able to create a strong impact and maintain the interest of the audience. Then what follows is that short stories are also recognized as an effective medium, such as at UNRAM, USU, and UNMUL. His ability to convey messages through short stories and characters can be seen as an effective approach. Respondents from several universities ranked flyers as an effective medium for socializing PPKS. Flyers may be effective because of their ability to present information concisely and can be distributed easily, especially if short stories can convey information with attractive images. Next in line are comics, which, although less dominant than other media, are still considered effective by a number of respondents. A unique visual and narrative approach in comic form can provide a special appeal. Social media was also recognized by several respondents as an effective source of information. This reflects the great influence of social media in conveying messages to students and the campus academic community.

PPKS Socialization Material

Table 6. The most important materials that must be included in PPKS socialization media

Sources	UNRAM	USU	UM	UNMUL	UNIMED	UNSYIAH	UPR
Society's perspective on victims	33	51	24	4	24	27	7
Prevention of cases of sexual violence	71	97	51	19	68	42	15
The first treatment if there is a case of sexual violence	78	96	54	18	65	50	12
Various types of sexual violence	61	76	48	12	60	43	14
Minister of Education and Culture Regulation No.30 of 2021	23	16	17	7	13	4	6

Source: Data Analysis 2023

In carrying out the socialization function related to the Prevention and Handling of Sexual Violence (PPKS), the selection of material presented is an important key to ensuring maximum understanding and participation from the campus academic community. Based on the results of the table above, it is known that the most important material that must be

included in the socialization media for PPKS. The definition of sexual violence that is most often chosen by respondents from all universities is material regarding preventing cases of sexual violence. Understanding prevention efforts can be the key to reducing the number of sexual violence on campus. This material has very high urgency because it focuses on proactive efforts to prevent sexual violence. Understanding preventive measures provides a basis for forming preventive behavior among students, staff and teaching staff and can help create a safe campus environment. The second most important material is the first handling when there is a case of sexual violence. Understanding the procedures and initial actions in dealing with cases of sexual violence can provide quick and effective support for victims. This material is considered to have high urgency because a quick and appropriate response is critical to supporting victims and stopping the continuation of violence. Having information about first-hand treatment can provide guidance for someone facing a case of sexual violence and help create a responsive and supportive environment. Furthermore, material that is no less important is about various types of sexual violence, including various types of sexual violence which received significant attention from respondents. A deeper understanding of the various situations and forms of sexual violence can help increase awareness and response to this issue. This material is important because it provides a comprehensive understanding of various forms of sexual violence. This in-depth understanding helps increase awareness and allows better identification of situations that may not immediately be seen as sexual violence. The next material is about the community's perspective on victims. A large number of respondents at several universities, especially at USU and UNSYIAH, assessed the importance of including the community's perspective on victims in the outreach material. This shows awareness of the social stigma victims can face and the need to change society's views. And the last one is about Minister of Education and Culture Regulation no. 30 of 2021 because it reflects the desire to ensure compliance with the latest regulations and policies in the context of sexual violence on campus. The results of this analysis show that the material considered important by respondents includes aspects of basic education, community understanding, prevention, case handling, types of violence, and compliance with regulations. By having priorities and perceptions of respondents regarding these materials, it will be able to assist researchers in preparing more effective and relevant PPKS socialization materials.

CONCLUSION

Sexual violence that occurs in universities needs serious attention and the importance of taking concrete steps to prevent, handle and support victims of sexual violence. Cases of sexual violence that occur in various universities such as USU, UM, UNRAM, UNMUL, UNIMED, UNSYIAH and UPR generally involve students with very varied age ranges with the perpetrators of violence often identified as people outside the campus and academic community. campus. This shows that there is a need for safe spaces on campus to prevent acts of sexual violence and the need for universities to provide support to victims and an understanding of the need to provide a positive response to cases of sexual violence. Apart from that, there is a need for socialization carried out by universities with the most interesting and well-known sources of information by respondents through material that is considered most important and effective, such as first handling in cases of sexual violence, prevention of cases of sexual violence, and various types of sexual violence which can be packaged in Creative media includes, among others, making films and short stories as well as using social media and electronic media with the aim of providing education to prevent cases of sexual

violence and creating a safer and more supportive campus environment for all campus academics.

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