

## The Need for Collective Work in Handling Sexual Violence Cases at Universitas Indonesia

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### Abstract

The emergency situation of sexual violence in educational institutions, especially universities, triggered the issuance of Regulation of the Minister of Education, Culture, Research and Technology Number 30 of 2021 on Prevention and Handling of Sexual Violence (Permendikbudristek PPKS). In its implementation, the formation of a Task Force for the Prevention and Handling of Sexual Violence (Satuan Tugas Pencegahan dan Penanganan Kekerasan Seksual – Satgas PPKS) is an obligation for every university in Indonesia. Universitas Indonesia has three organizations that fight for justice for victims of sexual violence by accepting reports and providing assistance and protection: Satgas PPKS UI (PPKS UI Task Force), Komite PPKS FISIP UI (PPKS FISIP UI Committee), and HopeHelps UI. In their work, support from the university is a determinant of success or increasing barriers to combating sexual violence on campus. The experiences of these three organizations are analyzed in this article through Levine's (2018) three strategies for engaging organizations through Haraway's (1988) lens of objectivity. The findings in this paper show that the impact of the patriarchal culture and mindset at Universitas Indonesia still marginalizes efforts to implement strategies in fighting for justice for victims of sexual violence.

Keywords: anti-sexual violence organization, sexual violence in higher education, collective work strategies, situated knowledge

### Introduction

In 2017, a friend introduced me to their junior, who were completing their final assignment as a requirement for graduation from the University of Indonesia (UI). One student admitted to struggling with their writing due to experiencing verbal sexual violence from their supervisor. Changing topics or supervisors was no longer an option, as the lecturer had deep expertise in the student's chosen theme, which was central to their final assignment. A week after our meeting, the student did not respond to my follow-up message about their progress. It seemed they needed a safe space to confide in and guidance on what steps to take if the situation worsened.

The sexual violence experienced by the victim was a form of sexual exploitation, which often occurs due to an abuse of power between lecturers and their students (Noer et al., 2022; Howard, 2016; Ahmed, 2023). Sulistyowati Irianto, a professor at the Faculty of Law, University of Indonesia, argues that responses to reports of sexual violence by lecturers often involve reversing the inequality, placing blame on the victim rather than the perpetrator (Irianto, 2021). Activities

such as assignment guidance and research provide spaces that perpetrators exploit to commit their actions. Victims feel compelled to endure the violence in order to graduate quickly, hoping that this will minimize the frequency of the abuse they experience.

In the same year, I experienced physical sexual violence perpetrated by a co-worker and fellow teacher. Despite the presence of witnesses and evidence from text messages, I still did not feel secure because there was no formal avenue for complaints within the academic community. Additionally, my position as a part-time lecturer, based solely on UI's Specific Time Work Agreement contract, was not as strong as the perpetrator's status as a permanent lecturer candidate, who would have been better protected had I filed a complaint. These power dynamics, characterized by oppression (Wooten, 2015; Howard, 2007; Ahmed, 2023), contribute to the increasing number of female workers who quit or frequently change jobs. According to Davis (2017), workplace sexual violence resulted in 41 percent of women leaving their jobs. Irianto (2021) and Widiyanti (2021) emphasize that this is particularly prevalent in academic settings due to the absence of

systems that accommodate and follow up on reports of such cases.

Inequality based on power dynamics like these ultimately led me and several other victims to build a *sisterhood* (Radina, 2017; Putri et al., 2022) as a form of solidarity to protect victims from the same perpetrator. We hoped that this collective safe space, initiated by members of the academic community, would also help prevent harm to other potential victims. However, these efforts underscore the lack of institutional awareness on campus to provide a formal channel for complaints and enforce appropriate punishment for perpetrators. Similar to the previous offender, my colleague, the second perpetrator of sexual violence, continues to teach on campus without consequence.

Four years later, in 2021, the urgency of addressing sexual violence in higher education institutions prompted the issuance of the Regulation of the Minister of Education, Culture, Research, and Technology Number 30 of 2021, concerning the Prevention and Handling of Sexual Violence (Permendikbudristek PPKS) in the academic environment. Article 5, paragraph 2 of this regulation outlines 21 specific actions that are classified as types of sexual violence. In addition to these definitions, Permendikbudristek PPKS (2021) also emphasizes measures for prevention, assistance, and protection for victims, institutions, and witnesses of sexual violence.

Resistance to sexual violence gained momentum when the Draft Law on Criminal Acts of Sexual Violence was passed into the Law on Criminal Acts of Sexual Violence (UU TPKS) on April 12, 2022, after a decade of advocacy (Nurhadi, 2022). Similar to the Permendikbudristek PPKS by the Ministry of Education and Culture, the TPKS Law includes articles that govern reporting, handling, and protecting victims. These regulations aim to ensure a victim-centered legal process (Nurita & Wibowo, 2022).

The implementation of Permendikbudristek PPKS and the TPKS Law represents significant progress in the movement to eliminate sexual violence in Indonesia. However, the existence of these policies does not immediately eradicate the deeply rooted cases of sexual violence within educational environments. The increasing number of reports received by the National Commission on Violence Against Women (Komnas Perempuan) highlights two key points: growing awareness and the courage of victims to speak out and resist, but also confirms that sexual violence remains pervasive in our society (Putri, 2024). According to

the 2023 Annual Records (Catahu) of the National Commission on Violence Against Women, 2,228 cases of sexual violence were reported in 2022, with 37 of these cases occurring in educational institutions (Komnas Perempuan, 2023). Catahu 2023 also notes that there has been increased courage among whistleblowers since the implementation of the Permendikbudristek PPKS Regulation and the TPKS Law. While these regulations mark an achievement in promoting policy changes aimed at encouraging bodily respect and commitment to eliminating sexual violence, policy alone is insufficient. Success should be measured by the extent of transformative impact on vulnerable groups once the policy is enacted. In the context of the University of Indonesia, a significant obstacle to eliminating sexual violence is the lack of full institutional awareness regarding the importance of implementing these laws and regulations. This is evident from the inadequate responses from campuses in processing cases of sexual violence, particularly before dedicated organizations began consistently advocating for this issue.

Based on my experience as a member of the academic community at the University of Indonesia and as a feminist activist, I would like to critique the handling of sexual violence, drawing from the experiences of three organizations composed of academic community members at the University of Indonesia. This critique is set against the backdrop of inadequate institutional awareness and support for their advocacy and efforts to combat sexual violence.

## Research Methods

The framework in this paper focuses on the role of organizations in combating sexual violence in higher education institutions, particularly at the University of Indonesia. Gender-based violence against women, including sexual violence, is perpetuated by the patriarchal structures embedded in society (Heise, 1998). Heise's *Ecological Framework* (1998) highlights the importance of organizational roles, emphasizing that sociocultural factors significantly contribute to both the occurrence of sexual violence and the ongoing efforts in prevention, assistance, and protection of victims.

The ecological framework also underpins other works that focus on the collective efforts of organizations in combating sexual violence. *"Engaging the Community"* by Levine (2018) is an article with a similar focus and serves as a foundation for the thinking in this paper. In Levine's work, the guiding questions provided were adapted for my interviews with three representatives

from three organizations: the PPKS UI Task Force, the PPKS FISIP UI Committee, and HopeHelps UI. Three important aspects to consider when evaluating the commitment to eliminating sexual violence include: building profitable partnerships, fostering awareness and prevention, and reframing the problem.

In this article, I also discuss the challenges and opportunities in preventing and addressing sexual violence in higher education. Referring to Noer et al. (2022) in *“Strengthening the Role of Communities in the Prevention of Sexual Violence in Higher Education: Opportunities and Challenges,”* the persistence of patriarchal culture is identified as a common phenomenon. This work serves as a reference for exploring the obstacles faced and the support received by the three organizations featured in this article.

The results of the interviews will be analyzed using Donna Haraway’s (1988) concept of objectivity, which posits that the interests of those in power influence movements and activism within an organization or community. Haraway’s perspective on objectivity highlights how dominant patriarchal thinking in higher education can either support or hinder the efforts of the organizations discussed in this article. Both Haraway (1988) and Harding (1988) argue that knowledge is not neutral or objective; it is always intertwined with social, political, and historical contexts. In this view, power is not seen as separate from knowledge but as an integral part of it, underscoring the interconnectedness of science, power, and knowledge.

Haraway’s (1988) concepts of situated knowledge and the deconstruction of objectivity are particularly relevant here. Campuses, as educational institutions that produce knowledge, are deeply intertwined with ideological and social activities. These institutions, along with their members, engage not only with scientific methods but also with various interests and power dynamics. From a feminist perspective, neutrality and objectivity are not inherent qualities of science or educational institutions. In fact, campuses have an imperative to foster social transformation. Neutrality is not a form of justice; rather, it is a guise that can obscure and perpetuate sexism, discrimination, and injustice (Ahmed, 2023). Transformative knowledge, on the other hand, is knowledge that supports marginalized groups and seeks to address and rectify inequalities (Haraway, 1988; Harding, 1988; Ahmed, 2023).

This research will examine how the PPKS UI Task Force, PPKS FISIP UI Committee, and HopeHelps UI operate using the concept of situated knowledge to

incorporate inclusive perspectives. A feminist viewpoint is employed to demonstrate the need for alignment and solidarity, which are expressed through collaborative actions as a form of resistance. Additionally, a feminist perspective is used to critique how objectivity functions as a regime that perpetuates power (Haraway, 1988; Harding, 1988).

This article presents the experiences, challenges, and support encountered by the University of Indonesia’s Task Force for Preventing and Handling Sexual Violence (PPKS UI Task Force), HopeHelps UI, and the Committee for Preventing and Handling Sexual Violence at the Faculty of Social and Political Sciences, University of Indonesia (PPKS FISIP UI Committee). It highlights the collective efforts of these organizations in combating sexual violence despite limited support from one of Indonesia and Asia’s leading state universities (QS Top Universities, 2024). The sources interviewed for this article include key leaders from each organization: Manneke Budiman (Chair of the PPKS UI Task Force), Mamik Sri Supatmi (Chair of the PPKS FISIP UI Lecturer Member Committee), and Mawla Atqiyya Muhdiar (Deputy Director of HopeHelps UI). Interviews were conducted directly with Manneke Budiman on March 15, 2024, and Mamik Sri Supatmi on March 18, 2024, while Mawla Atqiyya Muhdiar was interviewed online. The selection of these top-level sources represents their entire teams and provides insights into the work of their organizations and communities. From these interviews, the author gained an understanding of the experiences of sexual violence abolition activists at UI and critically examined the lack of support from the campus.

### **Patriarchal Culture in Higher Education and the Perpetuation of Sexual Violence**

Factors contributing to the occurrence of sexual violence include personal, situational, and sociocultural elements (Heise, 1998). In the pursuit of justice for victims, patriarchal socio-cultural norms often serve as obstacles due to traditional gender roles that tend to position women as subordinate to men. In higher education, these strong socio-cultural influences make it challenging to eliminate perspectives that lack a victim-centered approach. Lecturers, who are seen as authorities and sources of knowledge, often abuse their relationships and power within the campus environment (Irianto, 2021). This dynamic is further compounded by power imbalances and oppressive dynamics, which can lead to sexual violence being perpetrated against students (Wooten, 2015; Howard, 2016; Ahmed, 2017; Ahmed, 2023).

Haraway (1988) argues that within any environment, the understanding of all actions taken by organizations or community groups is influenced by dominant thought patterns. The knowledge that constitutes truth is shaped by those who hold power over the groups they lead, making the concept of objectivity heavily influenced by these dominant perspectives. Consequently, the dominant ideas within an organization or community are reflected in the social relations and outcomes of their actions.

The formation of statutory regulations can be one example. In the sexual violence issue, the common obstacles that occur are still characterized by blaming the victim or ignoring the cases that occur so that the realization of regulations that side with the victim and provide appropriate rewards for the perpetrators is still rare. As for regulations and groups that guarantee their implementation, a patriarchal situation cannot necessarily facilitate justice for victims. In the context of the campus world, Ahmed (2017) stated that educational institutions often only provide jargon about justice, equality and humanity. In fact, in implementation, various crimes are ignored, including sexual violence.

Not only is the understanding of knowledge and thinking patriarchal, the unequal power relations that are abused also worsen the elimination, treatment, assistance and protection of victims. The top-down culture or top-down communication implemented by the higher education bureaucracy is one of the difficult problems in resolving issues of sexual violence. This confirms that the perpetrator has a more powerful position than the victim (Irianto 2021). In cases of sexual violence at universities, many victims or witnesses know about the case but choose to remain silent because fighting back can cause multiple vulnerabilities, starting from exclusion, loss of power, and others (Ahmed 2017).

The three elements of perpetrators and victims based on their power relations in higher education consist of lecturers, students, and staff or educational staff (Noer et al. 2022). In 2023, the Ministry of Education and Culture found that the highest number of cases in the education sector was in universities where perpetrators of sexual violence were dominated by civil servant lecturers, which means the cases occurred in state universities. The lack of implementation of gender issues in the higher education curriculum makes it increasingly difficult to implement an understanding of sexual violence due to unequal power relations among the academic community. Gender and feminism issues surrounding sexual violence are also still considered

women's issues and are not the responsibility of the campus.

The Gender Mainstreaming Instruction issued in 2000 has not been implemented effectively, leading to a limited understanding of sexual violence issues in the tertiary sector. This lack of understanding persists across both natural sciences and social sciences, where weaknesses in addressing gender issues and sexual violence remain evident. The UI PPKS Task Force statistical report supports this observation, showing a high number of cases in the Faculty of Cultural Sciences as of November 22, 2023, and in the Faculty of Engineering as of December 31, 2023 (University of Indonesia PPKS Task Force, 2024).

The disparity in how universities respond to sexual violence has led victims and advocates to seek their own solutions to address the issue. With objectivity often overshadowed by patriarchal knowledge and mindsets, pursuing justice for victims of sexual violence in higher education becomes increasingly challenging. Many feminists argue that combating gender discrimination, including sexual violence, is difficult and frequently encounters resistance. Therefore, collective resistance, solidarity, and collaborative efforts are seen as crucial for progress (Haraway, 1988; Harding, 1988; Ahmed, 2017; Ahmed, 2023).

### **Strategic Offers in Combating Sexual Violence in Higher Education**

The importance of addressing sexual violence as an organizational or community priority was not fully recognized until feminists highlighted it (Dominelli, 1995). Prioritizing the collective experiences of women, particularly victims of sexual violence, is crucial for ensuring justice, providing assistance, and offering protection.

Unfortunately, as Irianto (2021) notes, similar initiatives have rarely emerged from higher education institutions as a whole. While some lecturers advocate against sexual violence, they are a minority among the many educators and academic community members who could support victims. This lack of attention is attributed to the entrenched patriarchal mindset and seniority culture within higher education institutions, affecting lecturers, students, and staff alike (Noer et al., 2022). This culture reinforces Haraway's (1988) concept of objectivity, which emphasizes how situated knowledge is influenced by dominant patriarchal perspectives. Sara Ahmed (2017) similarly argues that persistent sexism

and racism in educational institutions hinder efforts to challenge and deconstruct discriminatory ideas and the feminist movement on campus.

Previous research on the elimination of sexual violence indicates that a lack of resources and data, along with negative reactions to addressing sexual violence, are two major problems in higher education (Levine, 2018, pp. 89-90). For example, the UI PPKS Task Force, with only 13 team members, is tasked with handling 80 cases. To address these challenges, three strategies can be implemented: building effective partnerships, emphasizing the importance of awareness and prevention, and reframing the problem.

In the first strategy, building partnerships within universities to address sexual violence involves engaging both external and internal experts. Internal experts are particularly valuable due to their deeper understanding of institutional culture, which is crucial for deconstructing patriarchal thought patterns that do not support victims. It is essential to involve and accommodate various stakeholders in the policy-making and program development process, including victims, sexual violence support groups, lecturers with expertise in sexual violence and feminism, and relevant practitioners. Additionally, securing funding is crucial for sustaining efforts to combat sexual violence over time. According to Haraway's (1988) framework, incorporating inclusive experiences and knowledge, and accommodating marginalized perspectives, is necessary to achieve transformative change.

The second strategy, fostering awareness and prevention, is crucial for changing the culture and patriarchal mindset within higher education (Levine, 2018). Enhanced awareness is expected to reduce the number of sexual violence cases and promote shared responsibility for prevention. However, internal campus challenges often impede these efforts, as some individuals may perpetuate sexual violence by remaining silent or opposing those seeking justice, including victims, support staff, and lecturers (Ahmed, 2017; Ahmed, 2023).

The third strategy, reframing the problem, is essential for strengthening organizational efforts to eliminate sexual violence. Often, campuses may neglect to support victims and continue the process due to concerns about maintaining the institution's reputation (Irianto, 2021). This mindset needs to be challenged through education and outreach on gender issues and sexual violence. It is important to raise awareness that concealing ongoing cases will ultimately harm

the institution's reputation more than addressing them openly. Additionally, universities must recognize that inadequate handling of sexual violence cases can negatively impact the academic performance of the community, potentially diminishing the institution's overall competence.

The three strategies proposed by Levine will serve as the basis for analysis in this paper. The work, obstacles, and campus support experienced by three organizations advocating for the abolition of sexual violence—the PPKS UI Task Force, the PPKS UI Committee, and HopeHelps UI—will be examined through the lens of Levine's (2018) strategies for involving organizations and communities in addressing this issue.

### **The Role of Organizations in Combating Sexual Violence at UI**

The data presented in this article comes from interviews with Manneke Budiman (Chair of the PPKS UI Task Force), Mamik Sri Supatmi (Chair of the PPKS FISIP UI Lecturer Member Committee), and Mawla Atqiyya Muhdiar (Deputy Director of HopeHelps UI). These individuals provided insights into their work, the obstacles they faced, and the support they received in advocating for the eradication of sexual violence at the University of Indonesia. Their experiences are analyzed using Levine's (2018) strategies and the concepts of objectivity and situational knowledge as outlined by Haraway (1988).

#### *University of Indonesia PPKS Task Force*

Established in 2022 under UI Chancellor's Regulation Number 91 of 2022 concerning the Prevention and Handling of Sexual Violence in the University of Indonesia Environment (Pertor PPKS), the UI PPKS Task Force serves as a support system for victims at the university who report cases of sexual violence. Over a period of 1 year and 4 months, the Task Force has received 80 cases. The assistance provided by its 13 members is primarily focused on psychological support. This includes both directing victims to psychological counseling or psychiatrists for recovery as well as ensuring a safe space when responding to reports and visiting victims. According to Manneke Budiman, in an interview on Friday, March 15, 2024, victims sometimes request visits or accompaniment to prevent further harm from perpetrators. These requests have occurred not only during working hours but also late at night and early in the morning.

“The task force must respond no later than 1 x 24 hours after the report is received. There are instant ones, at 11 pm, asking to be met right then and there outside campus, and the meeting can last until 2 am. So, the task force can't wait until tomorrow, right? Direct. We asked PLK to accompany us because we were afraid that this Task Force would be framed. Wow, the condition is so serious, everyone wants to commit suicide, we can't wait until the next day at 9 in the morning. So, that's straight forward. Respond immediately, please determine the meeting place for the victim. They're scared, right? Some were even followed by the perpetrators. So, he followed him wherever he went. So, they can suggest 'can I meet you at a food stall'. So, the Task Force must go there” (Manneke Budiman 2024, Interview 15 March).

The PPKS Task Force cannot work alone; to process a case, the Task Force must coordinate and collaborate with campus security, the Resort Police's Women and Child Protection Unit, counseling support from the UI Faculty of Psychology, the Student Executive Board, other anti-sexual violence groups, the campus press community, and others. The involvement of all these parties shows that the prevention, management, and recovery aspects of sexual violence require collaborative work (Haraway 1988; Levine 2018; Ahmed 2023).

The educational aspect mentioned by Levine (2018) has been implemented by the UI PPKS Task Force through Instagram, one of its main channels for disseminating information on sexual violence. The Instagram account not only shares infographics containing knowledge but also publishes documents related to reporting and assisting victims. These documents include a reporting form, a published apology statement from a perpetrator of sexual violence, the official position statement of the UI PPKS Task Force, and two legal bases for the formation of the UI PPKS Task Force: UI Chancellor's Regulation Number 91 of 2022 and Permendikbudristek PPKS Number 30 of 2021 (Task Force Instagram PPKS UI 2024).

However, despite its efforts in assisting victims, networking, and educating the public, the UI PPKS Task Force largely relies on individual and community initiatives and resources. Their work is far from ideal, reflecting the minimal commitment of the university to eliminating sexual violence. In an interview, Manneke expressed regret that the UI PPKS Task Force is still viewed as separate from other university work units.

“The task force is a unit, the same (as other work units). However, if we need anything, every activity has to make a TOR (Terms of References), make a RAB (Cost Budget Plan), all kinds of things are included, like we are making a committee. So, that's when the funds will be released. That's not possible, how is it possible? So, the term Task

Force should be like an ER (Emergency Room). He is always in an emergency situation, never routinely. All cases are emergencies” (Manneke Budiman 2024, Interview 15 March).

The situation described above illustrates how objectivity and neutrality can lead to injustice. As Haraway (1988) argues, knowledge and policy should favor the marginalized, but this partiality is lacking. This is evident in the absence of specific funding policies for university PPKS Task Force activities, including those at UI, within the PPKS regulations from the Ministry of Education and Culture. While the UI Chancellor's Regulations include funding provisions for the PPKS Task Force, the disbursement process is lengthy without pressure from the Ministry. Sanctions from the Ministry of Education and Culture only apply if a university lacks a PPKS Task Force, with no assessment of Task Force performance, which further limits support.

The lack of institutional support has forced the UI PPKS Task Force to rely on personal funds to carry out its activities. This situation is particularly challenging as the team, led by Manneke, is largely made up of students who are not financially strong.

“These children already have difficulties to pay their tuition every semester. Yet they still have to spend their own money. Then, the UI can't just behave like 'ah, as long as they want to do it, that's fine'. That's human exploitation” (Manneke Budiman 2024, Interview 15 March).

Unfortunately, if the UI PPKS Task Force team cannot access personal funding quickly, the response time for providing assistance may be delayed, which could further endanger victims. In response to these challenges, the Faculty of Psychology at the University of Indonesia has started offering free psychological assistance to circumvent bureaucratic obstacles, ensuring that victims of sexual violence on campus receive timely support.

Budget limitations, the need for safe housing, and the challenges of providing education to the academic community across all faculties hinder efforts to eliminate sexual violence. Due to limited resources, the UI PPKS Task Force can only educate faculty leaders and other work units when directed by the Chancellor or invited by specific parties. However, comprehensive education that reaches all members of the community is essential for the effective elimination of sexual violence.

The lack of support from the university led the UI PPKS Task Force to cease submitting sexual violence case reports, with the first reporting channel being halted on

July 24, 2023. In the Official Position Statement released by the UI PPKS Task Force on their Instagram account (Instagram PPKS UI Task Force 2023), it was stated that the university had not provided the necessary facilities and operational assistance. Furthermore, requests for meetings and discussions with the Chancellor were never fulfilled.

“Not only do we have no funds, we are handling dozens of cases. How can we move when there is no support and no office? So, when we interviewed people it was in my office, in Mrs. Kristi’s office, in the canteen; because they weren’t given a place. When the announcement (terminating the reporting channel) came out, suddenly there was an office for us” (Manneke Budiman 2024, Interview 15 March).

After the official position statement was published, the university finally provided facilities in the form of a workspace located in the Old Library Building, UI Depok Campus. On the news page of the official University of Indonesia website, the campus stated that the provision of the workspace was proof of its commitment to the work of the UI PPKS Task Force (Admin 2023). On September 1, 2023, the reporting channel was reopened, only to be closed again on March 4, 2024. This time, the reason posted on the official Instagram account of the UI PPKS Task Force was due to administrative issues (Instagram UI PPKS Task Force 2024), showing that the support in the form of workspace facilities was still insufficient to meet the needs of the victim assistance and protection program.

#### *University of Indonesia PPKS FISIP Committee*

The FISIP UI PPKS Committee began working effectively on August 10, 2022 (FISIP UI PPKS Committee, 2024), based on FISIP UI Dean’s Regulation Number 2 of 2022 concerning General Guidelines for Handling and Preventing Sexual Violence at the Faculty of Social and Political Sciences, University of Indonesia. In an interview on Monday, March 18, 2024, Mamik Sri Supatmi, Chair of the Lecturer Elements Committee, explained that the formation of the FISIP UI PPKS Committee was triggered by a sexual violence case at the beginning of 2020 involving a professor. The reports from dozens of victims to the faculty created pressure to establish a system that advocates for victims of sexual violence at FISIP UI.

Since its formation, the FISIP UI PPKS Committee, consisting of 7 members—4 female lecturers, 1 male lecturer, 1 female staff member, and 1 female student—has received 5 case reports in 2022, 7 cases in 2023, and 4 cases in 2024. Victim assistance provided so far includes psychological counseling. Perpetrators are also offered

rehabilitation programs to help them recognize their mistakes and prevent recurrence of these actions in the future. Additionally, the committee’s work is supported by educational programs targeting the entire FISIP UI academic community. This includes visible efforts such as posters and banners around the FISIP UI campus that campaign against sexual violence. During the celebration of International Women’s Day (IWD), public education efforts are intensified, featuring activities like film screenings and discussions.

What is noteworthy about the FISIP UI PPKS Committee’s educational efforts is the socialization and training provided to all members of the FISIP UI community. Information about sexual violence and its various forms is disseminated to students through representatives of the Student Association, BEM, and autonomous bodies at FISIP, as well as to new students, staff, work unit staff, security guards, cleaning service personnel, and canteen vendors through targeted training sessions. This approach underscores the PPKS FISIP UI Committee’s commitment to raising awareness across diverse groups, emphasizing that the fight against and elimination of sexual violence is a shared responsibility.

The PPKS FISIP UI Committee collaborates actively with other groups and does not work in isolation. Regular meetings with faculty student associations help to broaden the dissemination of knowledge about anti-sexual violence initiatives, reaching a larger audience. The Committee also participates in one of the routine sessions of the Introduction to the Faculty Academic System activity each year, where they educate new students about the fight against sexual violence on the FISIP UI campus.

The autonomy of the FISIP UI PPKS Committee has so far supported their work against sexual violence, including education, outreach, and victim support. However, Mamik and her team still face challenges. Similar to the UI PPKS Task Force, the funds provided by the leadership, in this case the dean, are not easily accessible. Various bureaucratic procedures must be followed to finance the victim assistance process. As a solution, the FISIP UI PPKS Committee requested additional staff to handle finances, but this request has not yet been fulfilled.

“Our main job is to teach. We do this voluntarily. But it becomes complicated if you have to receive reports and take care of finances too” (Mamik Sri Supatmi 2024, Interview 18 March).

Apart from administrative obstacles, there are challenges in the educational process with respect to lecturers. According to Mamik, other FISIP UI members, such as staff, work unit staff, security guards, cleaning service personnel, and canteen vendors, are more readily informed about efforts to eliminate sexual violence. However, educating lecturers is much more challenging because some of them believe they already understand the issue, even though they don't. This aligns with Haraway's (1988) idea that knowledge and power relations are inseparable. Disseminating knowledge about sexual violence to those in power, such as lecturers, senior lecturers, and campus officials, proves to be more difficult. Some individuals perceive the issue of sexual violence as exaggerated, while others argue that the campus should not handle sexual violence cases, as they are considered criminal matters.

Apart from the challenges in providing education, the UI PPKS Committee's experience with interviewing perpetrators reveals the difficulty that lecturers, as perpetrators of sexual violence, have in accepting their mistakes and the proposed sanctions and rehabilitation. Consequently, regulations impose stricter sanctions on lecturers, ranging from being prohibited from teaching to removal from their positions if they are currently serving. This insensitivity among lecturers contrasts with the more manageable situation with students, who are easier to sanction due to their limited power. Most student perpetrators handled by the PPKS FISIP UI Committee have been cooperative, readily admitting their violations. They are more easily educated and sanctioned to prevent repeat offenses in the future.

"Hopefully not only students, but all campus residents, especially lecturers, faculty leaders and professors understand and respect the bodies of every person, every woman, including those who are not part of heteronormative bodies" (Mamik Sri Supatmi 2024, Interview 18 March).

### *HopeHelps UI*

Compared to the PPKS UI Task Force and the PPKS FISIP UI Committee, HopeHelps UI has been operational for a longer period, since 2017. The initiative was triggered by unreported cases of sexual violence, led primarily by students and alumni from the Faculty of Law, University of Indonesia (FH UI). This group founded HopeHelps UI, which has since grown into a network covering 17 different campuses, including both state and private universities, under the HopeHelps Network officially established in 2020.

Interviewed on Friday, March 15, 2024, Mawla Atqiyya Muhdiar, the Deputy Director of HopeHelps UI, began her activism as staff in the advocacy division in 2022. Unlike the UI PPKS Task Force and the UI FISIP Committee, HopeHelps benefits from a substantial human resources base, consisting of 36 active student members. They also receive support from alumni, particularly the founders of HopeHelps UI. According to Mawla, these alumni were involved in drafting Permendikbudristek PPKS Number 30 of 2022 and advocated for the establishment of a PPKS Task Force on each campus. This involvement highlights the awareness and understanding of the legal system and legislation among UI law faculty students and alumni.

"So HopeHelps first started around 2017. And initially, as far as I remember, the instigators were FH UI alumni. Why? Because that year there was one case of sexual violence that was not handled on campus. The victim doesn't know who to report to, so a group of students took the initiative to create HopeHelps. And it turns out that in 2020, HopeHelps became HopeHelps Net. So it's not just at UI" (Mawla Atqiyya Muhdiar 2024, Interview 15 March).

As mentioned by Ahmed, this movement exemplifies feminist solidarity. Solidarity occurs when we not only feel frustration about a situation but also empathy and concern for others who are suffering. It involves a sense of mutuality or shared experience in adverse circumstances. Solidarity means not allowing someone to struggle alone but actively participating in their fight (Ahmed 2017, p. 217).

When Mawla worked as advocacy division staff from 2022 to 2023, she and her team received 110 reports, with 9 reports anticipated in 2024. This reflects the seriousness of the response to sexual violence on the University of Indonesia campus. Additionally, due to the absence of a reporting center at that time—such as the UI PPKS Task Force, which only became effective in 2022—HopeHelps served as a crucial place for victims to file complaints.

To meet the needs of victims, HopeHelps UI is responsible for collecting reports and preparing the necessary documentation so that cases can be forwarded to the PPKS UI Task Force for further handling. According to Mawla, many victims initially reported to HopeHelps before being directed to forward their complaints to the PPKS UI Task Force, either individually or through HopeHelps UI.

"In my opinion, HopeHelps serves as an emergency first aid for sexual violence cases. I imagine a victim who has just

experienced sexual violence, unsure of where to report or who to talk to; the Task Force might seem intimidating, and friends might not understand. At least HopeHelps can provide that first aid and encourage them until they are ready to report to the appropriate figures who can handle the case further. We also help restore their confidence” (Mawla Atqiyya Muhdiar 2024, Interview March 15).

Apart from the PPKS UI Task Force, HopeHelps UI has collaborated with BEM, HIMA, and the Student Representative Council (DPM) from various faculties. This allows reports received by BEM to be forwarded directly to HopeHelps UI for more professional handling. Psychological counseling is also part of the support provided. HopeHelps UI has successfully established collaborations with the Psychology Bureau of Atma Jaya Catholic University. For legal assistance, they partner with the Gender Justice Advocates Collective (KAKG), the Indonesian Women’s Association for Justice Legal Aid Institute (LBH APIK), and the Southeast Asia Freedom of Expression Network (SAFENet) to handle sexual violence cases requiring legal advocacy.

HopeHelps UI’s success in networking and responding quickly to victim complaints is not without obstacles. The reliance on voluntary contributions means that HopeHelps UI lost two members of its advocacy team in 2023. Additionally, although they have some funds, financial support is uncertain and depends on available sponsorships. Challenges also arise from the perception

of HopeHelps UI, which is composed of active students, being underestimated by their peers. This lack of trust becomes an additional barrier when reporting involves campus organization officials as perpetrators. Mawla also noted pressure from campus ‘older brothers’ who were hostile towards HopeHelps UI.

“HopeHelps is quite disliked by the campus ‘older brothers’ We have become a common enemy because we advocate for the voices of victims. They sometimes mock us as SJWs (Social Justice Warriors). These campus ‘older brothers’ are basically perpetrators and their group. They usually have a reputation with their gang or clique” (Mawla Atqiyya Muhdiar 2024, Interview March 18).

According to Ahmed (2023), stereotypes are used to silence victims of sexual violence and those who advocate for them. Their efforts are minimized, stigmatized, and demonized to the point that they may feel afraid and cease to voice their concerns. It is not uncommon for victims to withdraw their reports in such circumstances.

*Highlighting the Handling of Sexual Violence at the University of Indonesia*

From the experiences of the three anti-sexual violence organizations at the University of Indonesia, the following table illustrates the implementation of the three strategies described by Levine (2018).

**Table 1. Implementation of the Collective Work Strategy of Anti-Sexual Violence Organizations at UI**

Organization	Building Partnership	Increasing Awareness and Prevention	Reframing the Problem
PPKS UI Task Force	It cannot be carried out optimally because the UI PPKS Task Force’s activities are limited to assignments from the Chancellor and invitations from interested parties only.	Education is currently limited to BEM circles, other anti-sexual violence communities, and the campus press community.	It was challenging because the leadership did not view resistance to sexual violence as a priority.  The lack of prioritization in supporting the UI PPKS Task Force’s work is evident, as the Chancellor has yet to fulfill the request for a discussion that was submitted.
PPKS FISIP UI Committee	Externally, the committee has established connections with HIMA, staff, security guards, and canteen employees.  Psychologists have been brought in to assist victims and rehabilitate perpetrators.	Challenges arise due to the power imbalance, particularly the seniority between lecturers, which makes it difficult to educate them on sexual violence issues.  The work of the PPKS FISIP UI Committee is often marked by silencing, ridicule, innuendo, and minimal support.	There has been no initiative, let alone concrete steps, from FISIP UI to include material on gender issues and sexual violence in lectures or curricula, or to ensure that each work unit has a code of ethics with a zero-tolerance policy for violence, especially sexual violence.

Organization	Building Partnership	Increasing Awareness and Prevention	Reframing the Problem
HopeHelps UI	<p>HopeHelps UI demonstrates very flexible networking and fundraising efforts.</p> <p>Unlike the UI PPKS Task Force, which requires a formal assignment from the Chancellor to expand its educational outreach,</p> <p>HopeHelps UI, consists of active students who deeply understand the urgency of combating sexual violence, can freely engage in networking and education across multiple faculties.</p>	<p>HopeHelps UI has successfully involved BEM, HIMA, and DPM from various faculties. The advantage of having fellow students as members is the ease of communication and a shared understanding of the importance of combating sexual violence.</p>	<p>HopeHelps UI excels at challenging the patriarchal mindset within the campus community, particularly among students, due to its extensive outreach.</p> <p>The equality of knowledge and mindset among HopeHelps UI staff members, as well as their partners in BEM (Student Executive Board), HIMA (Student Association), and DPM (Student Representative Council), contributes to this effectiveness.</p>

Source: Processed by the author based on interviews with Anti-sexual violence Organizations at UI

The obstacles faced by the UI PPKS Task Force are rooted in a mindset that not only perpetuates but also fosters sexual violence on campus. This indicates that the situational knowledge about the culture of unequal relations among the academic community—lecturers, students, and staff—remains prevalent. Additionally, members of the UI PPKS Task Force often use personal funds to assist victims. Despite attempts to implement Levine’s three strategies, campus support has not improved. According to Haraway (1988), this situation is influenced by the objectivity of knowledge, which is dominated by a patriarchal mindset. Sara Ahmed (2017) also observed that the lack of sensitivity towards sexual violence leads campuses to deprioritize victims’ experiences. Although the three strategies have been applied, the low awareness within higher education institutions regarding the need for optimal support continues to hinder the PPKS Task Force’s efforts to seek justice for sexual violence victims at the University of Indonesia. Consequently, on April 1, 2024, the members of the PPKS UI Task Force resigned (PPKS UI Task Force 2024).

The lack of support from university leaders indicates that the formation of the UI PPKS Task Force was merely a formality to comply with the Ministry of Education, Culture, Research, and Technology’s mandate. Consequently, the UI PPKS Task Force’s performance has been suboptimal. For the author, the resignation of the Task Force represents a clear statement of disappointment and frustration with the institution’s unfulfilled promises. While the formation of the Task Force was intended to combat sexual violence, its

implementation has been undermined by insufficient support.

Regarding the work of the PPKS FISIP UI Committee, it can be concluded that the organization’s collective efforts often encounter obstacles due to the platforms they operate within. For instance, the slow financial process hinders the ability to fund victim assistance effectively. FISIP UI is responsible for addressing and eradicating sexual violence within its academic community. However, according to Haraway’s (1988) concept, the prevailing patriarchal knowledge and culture, which perpetuates seniority and prioritizes the institution’s image by covering up cases of sexual violence, undermine the implementation of the three strategies proposed by Levine (2018). As a result, the execution of these strategies at FISIP UI remains less than ideal.

In contrast to the PPKS UI Task Force, the work carried out by HopeHelps UI, as analyzed through the three strategies explained by Levine (2018), demonstrates greater freedom because it operates independently from the campus structure. Mawla and her team are supported by parties with a strong awareness of gender issues and sensitivity to sexual violence. According to Haraway’s (1988) concept of objectivity, this heightened awareness helps HopeHelps UI in combating sexual violence, as their partners do not perpetuate sexism or sexual violence.

HopeHelps UI’s efforts in networking are still hindered by uncertain sponsorships, stereotypes, and the demonization of their resistance against sexual

violence. While HopeHelps UI has successfully engaged student organizations through education and outreach, they face challenges in a campus environment dominated by patriarchal knowledge and mindsets. This dominance creates groups that oppose or undermine their efforts.

The challenges faced by these three organizations in addressing sexual violence at the University of Indonesia highlight a lack of comprehensive support from the highest levels of campus leadership—those who are responsible for policy-making. If these efforts are viewed as isolated tasks for each organization, without recognizing that combating sexual violence is a shared responsibility, achieving meaningful progress at the university level will remain difficult. Therefore, it is crucial to foster systematic collective action to build a unified perception that sexual violence is a critical issue that must be addressed collaboratively.

### Closing

To create a campus environment free from sexual violence, strong commitment from educational institutions is essential. It's not enough to have regulations and a Task Force without real support in the form of funding. Three key aspects need to be addressed in collective efforts to eliminate sexual violence: effective cooperation, comprehensive education, and problem reframing based on Levine's (2018) concepts. However, Levine's approach should be complemented with a feminist perspective that incorporates situated knowledge, critiques of objectivity and neutrality that can perpetuate inequality, the importance of inclusive and marginal perspectives, power dynamics, and feminist solidarity.

Based on the explanation in the article above, a number of collective efforts to eliminate sexual violence have faced their respective successes and challenges. However, this article highlights that the presence of Permendikbudristek Number 30 of 2021 and the mandate to form the PPKS Task Force are not enough. The commitment of all parties, especially the campus, must be strong. It is very unfortunate that funding as one of the main needs for their activities is not included in these regulations and independent funds from campuses are difficult to access at critical times in supporting victims of sexual violence. The parties involved become seen as doing work voluntarily outside of their main work as academics. Providing support in the form of funding and involving situational

knowledge of relevant groups, such as victims, activists for the elimination of sexual violence on campus, lecturers with a feminist perspective, support groups, and various other relevant parties must be involved and accommodated in policies and programs for the elimination of sexual violence at the campus and faculty level.

The experiences of the three organizations discussed in this article illustrate how the power of collective action drives change. The PPKS Task Force, the FISIP UI PPKS Committee, and HopeHelps UI have all demonstrated a commitment to justice for victims, empathy, and solidarity in their efforts to combat sexual violence. However, campus commitment to eliminating sexual violence must extend beyond merely forming a Task Force to include administrative support and adequate funding. The resignation of the PPKS Task Force as of April 1, 2024, reflects the anger and frustration of its members. From a feminist perspective, the campus's neutral stance and disregard for the Task Force's calls reveal a lack of genuine commitment to addressing and eliminating sexual violence.

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