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The Urgency of Anti-Sexual Violence Education for Higher Education Students

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Abstract: Sexual violence constitutes a crime against humanity in numerous nations, including Indonesia. Numerous incidents of sexual violence have occurred in the realm of education, particularly in higher education, which should be a safe environment for students to study. The purpose of this study is to delve deeper into the urgency of anti-sexual violence education in higher education. The method employed in this study was a qualitative method with a literature study approach. The results of this study showed that anti-sexual violence education in higher education is very important because there are many cases of sexual violence in Indonesia which involve various components in higher education. The forms of anti-sexual violence education efforts can be carried out by developing anti-sexual violence learning models in higher education and through various programs that encourage the active involvement of students in efforts to support anti-sexual violence. The researchers of this study concluded that education on anti-sexual violence for students in higher education is highly important and can be implemented in a variety of ways to strengthen students' knowledge and involvement in dealing with various cases of sexual violence.

Keywords: Anti-sexual violence, Sexual education, Sexual health

Introduction

Sexual violence is a very concerning phenomenon. This relates to crimes against humanity and cannot be tolerated. All parties must take responsibility for this issue, especially in fostering the character of anti-sexual violence through education. Various educational facilities must accommodate students' sense of security from sexual violence. Higher education is a place that should be free from sexual violence and even produce students who are ready to participate in efforts to instil anti-sexual violence in society and know what to do when they see sexual violence occurring in their environment.

Sexual violence is not just an ordinary act of violence. Sexual violence is included in acts of violence against humans, namely crimes against humanity. This crime is included in the form of The Most Serious Crime, which also shows the role of international law against this crime. The problem of sexual violence that does not only exist in Indonesia is an extraordinary danger for the international world. The ongoing international conflict is also a place for international sexual violence to continue. Women and children are vulnerable, as can be seen from data from The International Rescue Committee, namely that 40% of 190 women and children in the Dara'a and Quneitra areas became victims of sexual violence even when accessing humanitarian assistance from

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International Organization personnel. (Hilmi & Airlangga, 2019).

Crimes regarding sexual violence have continued to increase every year since 2014. Efforts to overcome and suppress this is through educational channels, especially effective educational media, to reduce the number of cases of sexual violence (Arsyati et al., 2017 & Damayanti, 2017). Sexual violence is not only an international problem. Sexual violence is also a problem in the regional realm within the territory of the unitary state of the Republic of Indonesia, including the city of Cirebon. Cirebon City is a city designated as an emergency city for sexual violence. This can be seen from the data on the increase in the number of sexual violence from 2016. There were thirty cases of sexual violence in 2016 that occurred in the city of Cirebon. Cases continued to increase until, in 2017, there were one hundred twenty-six cases of sexual violence, and they rose again to one hundred forty-seven cases of sexual violence in 2018. (Rahman & Sarip, 2021)

The education sector, which is supposed to be a safe haven, has become a place for sexual violence to occur. This is not only happening in Indonesia but also in various countries. The movement against sexual violence was born in the field of education. Students are expected to have respect, but the many cases of sexual violence on campus have led to many movements fighting for justice for various victims of sexual violence. Through various campaigns involving social media and technology. (Zeng, 2020)

Students, as adult citizens, tend to be more involved with facilitated universities. This is in line with the concept of citizen engagement (Flanagan & Levine 2010) that young citizens, such as students with college experience, show far more involvement as citizens than those who are not in college. Ideally, tertiary institutions directly strengthen citizen skills and citizen knowledge with various lessons, especially civics education and student programs to prepare citizen civic engagement. There is an imbalance between ideal conditions regarding the protection of citizens who should feel safe, especially from acts of sexual violence. However, in reality, this problem still occurs a lot, so a solution must be found, especially in tertiary institutions. This can be done by sharing efforts both in-class activities through various campus programs and in-classroom learning.

Research Methods

Research on anti-sexual violence education in tertiary institutions uses the literature study method. Literature study research methods are included in the qualitative approach. This research study originates from journal articles and books as well as documents regarding the urgency of anti-sexual violence education for students, which is very important as a provision in people's lives. It also contains forms of sexual violence education that can be carried out in tertiary institutions.

The results of the study were analyzed using descriptive analysis, namely describing the facts from the research results regarding the urgency of anti-sexual violence education, and continued with literature analysis, namely books and journal articles that were relevant, as well as various documents to produce an in-depth study. (Creswell, 2014).

Results and Discussion

The Urgency of Anti-Sexual Violence Education in Higher Education

The results of the study show that anti-sexual violence education in tertiary institutions is very important because there are many cases of sexual violence in Indonesia which involve various components in tertiary institutions. The position of higher education is very vital to prepare the next generation who are ready to enter society. Various factors of sexual violence can occur. This can be seen from various theories of justice and human rights, as well as gender equality. Sexual violence is strongly influenced by various factors, including gender equality. There are various theories about gender equality, namely the theories of nurture, equilibrium, and nature. Gender equality has three theories, namely nurture, equilibrium, and nature. This nurture theory describes the equality of tasks and roles of women and men. This is related to the equality of quantity and trying to fight for it. Related to the social and cultural construction that causes differences between women and men causes many women to lag behind men not only in the family sphere but also within the community and also the state. Then the next theory is the theory of equilibrium which describes a harmonious concept of men and women. Women and men must work together, especially in life in the family or society as well as in the nation and state. (Zham-Zhamet et al., 2022).

Conventionally, a person's sexual status is determined by the human organs. This is considered a criterion of gender. This is related to gender. Gender is not sex which is a general term that refers to masculinity or femininity, including genital sex. Gender identity will determine gender roles like two sides of a coin (Money, 2008). Gender is closely related to social roles. This key concept forms the basis of the role of social theory. The social theory also describes the social roles of both men and women that produce gender stereotypes and influence gender behaviour. This can lead to the dominance of one gender (Schneider & Bos, 2019). This shows that there are factors that trigger violence by one gender because of stereotypes of domination that give rise to the seeds of sexual violence. For this reason, it is very important to raise awareness of gender equality so that there are no more feelings of superiority and domination.

Sexual violence is a form of violation of human rights. Human rights should be upheld by the state, especially in a democratic country. This human right is also included in sexual rights. The existence of protection that guarantees justice and anti-sexual violence is something that must be carried out by the state and grown for all its citizens, including in the education sector. The sexual minority group or various forms of discrimination and violence must be eradicated in Indonesia. (Novarin et al., 2020).

Forms of Anti-Sexual Violence Education Efforts in Higher Education

Forms of anti-sexual violence education efforts can be carried out by developing anti-sexual violence learning models in tertiary institutions and through various programs that encourage the active involvement of students in efforts to support anti-sexual violence. This can be done by all tertiary academics. Forms of learning innovation in tertiary institutions that incorporate anti-sexual violence values can be carried out. Because through learning in class, students will gain knowledge and values regarding anti-sexual violence. This can be done by lecturers and various subjects in tertiary institutions.

The form of a learning model that can be used to foster anti-sexual violence can also be done with a service-learning model that allows active participation of students in society with various cases of sexual violence. Service learning is a concept in educational studies. The concept of service learning is closely related to learning activities by considering the needs of the community. The activities carried out are the result of the actualization of learning in class. Students are active in activities that refer to service in the community. Activities that are based on volunteerism by paying attention to the benefits of others. To get to the voluntary stage, you have to look at the condition of the community and observe the situation in the community. Students who wish to find out what is happening in society and make students want to change environmental conditions to make it better. The application of knowledge at a practical level is the spearhead of service learning. Service learning is interpreted as education that prioritizes the experiences of students with various activities carried out to be able to address human needs in society together with a structured opportunity designed for the development of student learning. (Jacoby, 2009).

Citizenship attitudes can be formed with the service learning method. Not only attitudes, but the service learning method can also form beliefs, knowledge and skills that can develop students' abilities to become agents of change in society. The element of knowledge is very important and plays an important role in civic engagement. With knowledge, students can determine solutions to every problem in the environment. (Rimm-Kaufman et al., 2021).

Project-based learning (PBL) is a typical learner-centred learning model with student autonomy. Constructive analysis, goal setting, collaboration, communication, and reflection are packaged in real conditions on the ground. The PBL model has been explored in various contexts and at various stages of schooling. This method has been adopted from elementary education to higher education. Most of the studies reviewed were based on a pretest-posttest and quasi-experimental design with some baseline equivalence set but no random allocation of participants to the control and experimental groups, and the results, in the form of a causal relationship between PBL instruction and positive student outcomes, were not can be determined with certainty. Things that help student learning in the form of modern digital technology, group processes, effective abilities in providing guidance and support, a balance between instruction with in-depth inquiry methods and harmonized assessments have been identified as influencing factors in the implementation of PBL. (Kokotsaki et al., 2016).

The consideration for choosing a learning model lies in the new knowledge that is created as a result of experiences that have been transformed. Creation of new knowledge, students show that a new experience will produce a new understanding also related to the contextual depth of the experience. This experience can be realized with digital technology that is utilized in the learning process (Gallagher, Renner, & Glover-Rijkse,

2020).

Programs that are included in various student organizations can also be carried out to foster the character of anti-sexual violence in tertiary institutions. This form of involvement can be a concrete manifestation of student participation in grounding anti-sexual violence within the campus environment and in society. This participation is seen as student involvement which can be referred to as civic engagement. Civic Engagement is a way to lead to the formation of good citizens because good citizens will rely on and be reflected in the behaviour of citizens who are part of human beings. Civic engagement is social capital to form good citizens. An ideal community and a stronger democracy with the involvement of its citizens (Theiss-Morse & Hibbing, 2005). Citizen involvement is a general.

The term refers to individual activities independently or as part of a community group, which has a focus on developing community knowledge and its political system, another form of involvement by identifying and seeking solutions to social problems in society. This involvement is carried out to gain benefits for the community and engage in constructive deliberations as members of the community about the political system and social problems in society, accompanied by finding solutions to community problems. (McClellan, 2013). However, Civic engagement is an indispensable value for a country. Civic engagement can be grown through civic education learning. Citizenship education is able to improve various attitudes and actions of citizen involvement. This involvement must be included in the civic education learning curriculum. (Norell, 2022).

Conclusion

Anti-sexual violence education for students in tertiary institutions is very important and can be carried out in various ways to strengthen students' knowledge and involvement in dealing with various cases of sexual violence. Efforts that can be made are to insert anti-sexual violence values into various student programs. Another effort is to innovate various learning models, such as the service learning model, to encourage student involvement in solving various cases of sexual violence or being involved in various efforts to prevent it.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPHELS journal belongs to the authors.

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