

Strengthening Legal Literacy and Preventive Strategies to Combat Sexual Violence at Kiai Haji Achmad Shiddiq State Islamic University of Jember

Martoyo^{1*}, St. Sariroh²,

^{1,2}Kiai Haji Achmad Shiddiq State Islamic University of Jember

Email: martoyo98@gmail.com st.sariroh@uin-khas.ac.id

DOI:

<https://doi.org/10.47134/comdev.v6i3.1850>

*Correspondensi: Martoyo

Email: martoyo98@gmail.com

Received: 28-02-2026

Accepted: 17-03-2026

Published: 10-04-2026



Copyright: © 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>)

pengabdian efektif tidak hanya dalam meningkatkan aspek konseptual, tetapi juga aspek struktural dan prosedural yang diperlukan dalam pencegahan dan penanganan kekerasan seksual. Upaya penguatan literasi hukum dan tindakan preventif ini menjadi langkah strategis bagi perguruan tinggi dalam menciptakan lingkungan kampus yang aman, inklusif, dan bermartabat. Kesadaran hukum akan mendorong terbentuknya budaya akademik yang berkeadilan, menghormati hak asasi manusia, serta menumbuhkan tanggung jawab, sehingga pencegahan kekerasan seksual menjadi bagian integral dari nilai-nilai kehidupan kampus di UIN KHAS Jember.

Kata Kunci: Literasi Hukum, Preventif, Kekerasan Seksual

Abstrak

Kekerasan seksual di lingkungan perguruan tinggi merupakan persoalan serius yang menuntut perhatian komprehensif, terdapat sejumlah masalah terutama rendahnya tingkat literasi hukum di kalangan mahasiswa. Sebagian besar mahasiswa, dosen maupun tendik belum memiliki pemahaman mendalam mengenai kekerasan seksual termasuk hak-hak korban, mekanisme pelaporan, bentuk kekerasan seksual dan dasar hukum yang mengatur. Maka perlu adanya penguatan literasi hukum dan upaya preventif yang berkelanjutan. Metode pengabdian menggunakan *Participatory Action Research* (PAR). Metode PAR mengedepankan tiga elemen utama yang saling terkait, yaitu partisipasi, riset, dan aksi. Pelaksanaan kegiatan pengabdian melalui workshop, FGD, dan simulasi atau roleplay, subjek pendampingan diantaranya terdiri atas mahasiswa, dosen, dan tenaga kependidikan. Hasil kegiatan menunjukkan adanya peningkatan signifikan pada tingkat pemahaman sivitas akademika, khususnya terkait regulasi kekerasan seksual yang meningkat sebesar 41,3%, pemahaman mengenai bentuk-bentuk kekerasan seksual sebesar 30%, serta pemahaman terhadap mekanisme pelaporan sebesar 21%. Selain itu, pemahaman mengenai program pencegahan, akses informasi, dan peran lembaga terkait juga mengalami peningkatan yang konsisten. Hal ini bisa disimpulkan bahwa kegiatan

Abstract

Sexual violence in higher education institutions is a serious issue that requires comprehensive attention. There is a problem, particularly the low level of legal literacy among university students. Most students, lecturers, and education staff lack a thorough understanding of sexual violence, including victims' rights, reporting mechanisms, forms of sexual violence, and the legal basis governing it. Therefore, strengthening legal literacy and ongoing preventive efforts are necessary. The program employed a *Participatory Action Research* (PAR) approach, which emphasizes three interrelated elements: participation, research, and action. The activities were implemented through workshops, focus group discussions (FGDs), and simulations or role-playing exercises. The participants included students, lecturers, and administrative staff. The results indicate a significant increase in the level of legal awareness among the academic community, particularly in relation to regulations on sexual violence, which rose by 41.3%, understanding of the forms of sexual violence by 30%, and knowledge of reporting mechanisms by 21%. In addition, awareness of prevention programs, access to information, and the roles of relevant institutional bodies also showed consistent improvement. Strengthening legal literacy and preventive measures represents a strategic step for higher education institutions in fostering a safe, inclusive, and dignified campus environment. Strong legal awareness contributes to the development of a just academic culture that respects human rights and promotes collective responsibility, thereby making the prevention of sexual violence an integral part of campus life.

Keywords: Legal Literacy, Prevention, Sexual Violence

I. INTRODUCTION

Sexual violence is a social phenomenon that continues to be a serious concern in various settings, including higher education institutions. It constitutes a severe violation of human rights and causes significant harm to victims (Rodrigues *et al.*, 2024). Within the context of higher education, sexual violence occurs in various forms, ranging from verbal harassment and unwanted physical contact to more serious acts of violence. Research indicates that sexual violence in universities often remains hidden, representing only the “tip of the iceberg,” as many incidents go unreported due to feelings of shame, social stigma, or power imbalances between victims and perpetrators (Khafsoh and Suhairi, 2021). Reported cases not only result in psychological trauma for victims but also negatively affect the reputation of educational institutions and the overall academic climate (Veresha and Karpuntsov, 2024). Ideally, universities should serve as safe environments free from discrimination and violence; however, in reality, many students remain vulnerable due to limited awareness of their legal rights, protection mechanisms, and available preventive measures.

Kiai Haji Achmad Shiddiq State Islamic University of Jember, as a higher education institution that upholds Islamic values, bears both moral and academic responsibility to ensure a campus environment that is safe, just, and responsive to issues of sexual violence. However, students’ legal literacy remains relatively low, particularly regarding laws and regulations related to sexual violence, reporting mechanisms, and access to legal and psychological assistance. This situation often leaves victims trapped in confusion, fear, and social stigma, which further aggravates their circumstances. Survey data indicate that the level of understanding of sexual violence among students, lecturers, and administrative staff is still very low. Many of them do not clearly understand which actions constitute sexual harassment or sexual violence, and some are even unaware of the appropriate reporting mechanisms or where to seek help and report incidents of sexual violence on campus.

Moreover, although regulations concerning the prevention and handling of sexual violence have been established, such as the Regulation of the Minister of Education, Culture, Research, and Technology Number 30 of 2021, and the Regulation of the Minister of Religious Affairs Number 37 of 2022 on the Prevention and Handling of Sexual Violence in Higher Education Institutions, their implementation continues to face various challenges. For instance, many universities have not yet optimally established or effectively operated the Sexual Violence Prevention and Response Task Force (Satgas PPKS). Furthermore, analysis indicates that there are obstacles in the enforcement of criminal law in cases of sexual violence on campus, which at times makes the reporting process complicated and consequently affects victims’ access to justice (Andriani and Martha, 2024).

In 2020, data compiled by the National Commission on Violence Against Women revealed that violence against women increased by 792% over twelve years (Rimawati, 2024). In 2024, according to Dewi Sri Sumanah and data from the SIMFONI System for Women’s Empowerment and Child Protection, a total of 14,193 cases were recorded, with sexual violence being the most prevalent form, a total of 8,674 cases (Media, 2024). Normatively, the state has responded through Law No. 12 of 2022 on Sexual Violence Crimes, which expands legal protection for victims and establishes victim-centered

mechanisms for prevention and case handling. Within the higher education sector, Regulation of the Minister of Education, Culture, Research, and Technology No. 30 of 2021 and Regulation of the Minister of Religious Affairs No. 73 of 2022 on the Prevention and Handling of Sexual Violence in Higher Education institutions explicitly affirm universities' obligations to create safe environments and provide comprehensive protection for victims.

From a rights-based perspective, students with higher legal awareness are more inclined to report violations (A. Nugroho, 2021). Nevertheless, Fitriani's study demonstrates that the limited dissemination of information on advocacy pathways and legal mechanisms often silences victims due to stigma (N., 2022). This condition highlights the need for campus-based legal literacy frameworks that move beyond knowledge transmission toward fostering agency and courage for prevention and advocacy. Consequently, legal literacy strengthening and preventive efforts must be institutionalized to cultivate an inclusive, victim-centered campus culture.

Although various studies have addressed aspects of stigma, victim advocacy, and institutional policies, a research gap remains regarding efforts to strengthen legal literacy specifically within higher education institutions as a preventive strategy against sexual violence. Previous studies have focused more on case management or victim recovery after sexual violence, while prevention efforts through improving legal understanding among students and the academic community remain relatively limited. Furthermore, few studies have specifically examined the implementation of legal literacy strengthening within UIN KHAS Jember as an effort to empower students to develop legal awareness, the courage to report, and the ability to understand legal protection mechanisms for victims of sexual crimes.

Therefore, this study seeks to fill this gap by strengthening legal literacy among students and the academic community of UIN KHAS Jember as a preventive and empowering strategy to address sexual crimes on campus.

II. METODE

This community service initiative adopts a Participatory Action Research (PAR) approach, which emphasizes the integration of participation, research, and concrete action. The program aims to enhance legal literacy and strengthen preventive efforts against sexual violence within the environment of UIN Kiai Haji Achmad Shiddiq Jember.

The program was conducted within the campus, involving students, lecturers, and educational staff as mentoring participants selected through purposive sampling. Data were collected through observations, interviews, documentation, focus group discussions (FGDs), and pre- and post-activity questionnaires. Data validity was ensured through methodological and source triangulation, thereby guaranteeing the scientific rigor and accountability of the community engagement outcomes.

The statistical analysis technique employed in this community service activity is percentage analysis, which is used to measure changes in participants' levels of understanding before and after the implementation of the program. This analysis was carried out by comparing the results of pre-test and post-test questionnaires administered to 257 participants, consisting of students, lecturers, and

educational staff. Each respondent's answer was categorized according to specific levels of understanding. The number of respondents in each category was then calculated and converted into percentages by dividing the number of respondents in a particular category by the total number of participants and multiplying the result by 100%. The findings from this percentage analysis were used to quantitatively illustrate the extent to which participants' knowledge and legal awareness regarding legal literacy and preventive measures against sexual violence on campus improved after the program was conducted.

The following are the stages of implementing activities based on the Participatory Action Research (PAR) approach:

Table 1.1 Activity Schedule

Stages	Activities	Time	Output/Outcome
Preparation	Coordination with campus officials, speakers, and instrument development	Weeks 1 and 2	Survey instruments & materials
Implementation	Pretests, workshops, and focus group discussions	Weeks 3 and 4	Workshop and FGD activities.
Implementation	Preventive simulations	Weeks 4 and 5	Improved understanding
Evaluation	Final surveys and activity/publication reports	Weeks 6 and 7	Activity reports and articles

III. RESULTS AND DISCUSSION

Results

1. Coordination

The coordination phase forms the foundation of the community service program by clearly defining its requirements, direction, and stakeholder involvement. The steps undertaken include:

a. Internal coordination

The coordination process was conducted in a systematic and sustained manner to ensure that all stages were implemented effectively. It commenced with an internal team meeting designed to align perspectives regarding the conceptual framework, scope, and targeted outcomes of the community service program.

b. Coordination with campus officials

The team maintained formal engagement with Universitas Islam Negeri Kiai Haji Achmad Shiddiq Jember, focusing on coordination with authorized units responsible for sexual violence prevention, including PSGA and the Faculty's Legal Aid and Human Rights Clinic (LKBHI)

c. Problem assessment

An initial assessment was conducted to measure respondents' understanding through a pre-test administered via Google Forms. The pre-test consisted of 20 items using a three-point comprehension scale: not understood, uncertain, and understood.

The preliminary identification results indicate that the level of understanding among the academic community of UIN Khas regarding the definition of sexual violence, reporting mechanisms, and forms of legal protection remains varied. This is evidenced by the responses obtained from the following questionnaire results:

The first instrument indicates the level of respondents' understanding of formal regulations in higher education institutions concerning the handling and prevention of sexual violence. Based on the survey results, 9.1% of respondents reported not knowing, 49.4% expressed uncertainty, and 32.6% demonstrated adequate understanding. The second instrument assessed the understanding of the forms and types of sexual violence, both verbal and non-verbal. The findings show that 11.7% of respondents lacked understanding, 35.1% remained uncertain, while 53.2% indicated that they were aware of these forms of sexual violence.

The instruments related to the imposition of sanctions for sexual violence violations on campus reveal that 28.6% reported a lack of understanding, while 50.6% expressed uncertainty. Furthermore, only 32% indicated confidence in the accessibility of the reporting system. These findings suggest that nearly one-third of respondents lack clear knowledge of the reporting mechanisms, procedures, and available channels. Additionally, a substantial proportion of respondents, approximately 46.1% remain uncertain, reflecting limited clarity and insufficient dissemination of information within the academic community. The high prevalence of uncertainty underscores the need for enhanced socialization efforts, improved transparency, and more accessible information to ensure effective comprehension and utilization of the reporting system.

2. Implementation Stage

The workshop was conducted on Friday, 12 December 2025, starting at 08:00 a.m. until completion, at the Hall of the Faculty of Sharia, second floor. The implementation stages were as follows:

The activity was officially opened by the master of ceremonies, followed by a general explanation of the program's background and objectives. Subsequently, participants completed a pre-test using a Google Form questionnaire that consisted of several questions.



Figure 2.2. Several participants are completing the pretest.

Subsequently, the first session was delivered by Dr. H. Martoyo, M.H., who emphasized the

importance of a fundamental understanding of law for members of the academic community as a basis for creating a safe and equitable campus environment.



Figure 2.3. Presentation of the material delivered by Dr. H. Martoyo, M.H.

The following material was presented by Mr. Zaenal Abidin, with a primary focus on preventive and practical aspects of preventing sexual violence in the university environment. In his presentation, he discussed prevention strategies as well as reporting mechanisms.



Figure 2.4. Delivery of the second session by Mr. Zaenal Abidin, M.H..

Furthermore, the Focus Group Discussion (FGD) was conducted on Monday, 15 December 2025, and was facilitated by Mrs. St. Sariroh, M.H., who served as the activity supervisor.



Figure 2.5. FGD activities

In its implementation, participatory discussions were focused on a case study that reflected

the realities of campus life. The case studies were selected and developed based on potential issues that may arise in higher education settings. During the sessions, participants were divided into small groups to examine various forms of sexual violence, contributing factors, as well as appropriate prevention strategies and reporting mechanisms. The outcomes of the discussions were then presented and collectively reviewed, with facilitators providing guidance and feedback.

DISCUSSION

1. The understanding of sexual violence among the academic community at UIN KHAS Jember

The analysis conducted after the activity shows an improvement in the understanding of sexual violence among the academic community at UIN KHAS Jember. Before the workshop and focus group discussions (FGDs), many participants scarcely viewed sexual violence and mainly associated it with physical actions. After the workshop, however, participants recognized that sexual violence includes a wider range of behaviors, such as verbal abuse, non-verbal actions, online harassment, and the misuse of power. This improved understanding is in line with national regulations on the prevention and management of sexual violence in higher education.

The improvement in legal literacy among participants in this activity was possible due to the structured learning process through various participatory methods. The UIN Khas academic community gained a better understanding of legal regulations, and many understood the reporting stages and types of actions that constitute sexual violence, as well as their rights and sanctions.

The workshop played a crucial role in systematically delivering legal material, enabling participants to gain a more comprehensive understanding of the concept of legal literacy, victims' rights, and mechanisms for preventing and addressing sexual violence on campus. Furthermore, Focus Group Discussions (FGDs) provided a dialogue space that allowed participants to share experiences, discuss real-life problems in the academic environment, and clarify frequently misunderstood legal issues. Through these discussions, participants not only passively received information but also actively engaged in critical reflection on the importance of legal awareness. This aligns with legal literacy theory, which emphasizes that increased legal understanding is achieved not only through the delivery of information but also through active participation, social experiences, and dialogue processes that encourage individuals to understand, interpret, and apply legal norms in their daily lives. Thus, the combination of workshops and FGDs is an effective strategy in increasing legal literacy and building preventive awareness of sexual violence in the university environment.

Another important finding is the increased awareness among the academic community of power relations as a risk factor for sexual violence. This community service activity helped participants understand that power imbalances between lecturers and students, superiors and subordinates, or seniors and juniors can lead to opportunities for sexual violence. However, the analysis also shows that this improved understanding needs to be followed by continuous efforts. A one-time workshop is not sufficient to create long-term behaviour change. Therefore, further support is needed through ongoing awareness programs, integration of the material into academic activities, and the development

of accessible support systems.

Table 4.2. Percentage increase in participant understanding

Aspects of Understanding	Before Activity	After Activity	Changes
Understanding sexual violence regulations	12,6%	53,4%	+41,3%
Understanding the forms of sexual violence, including verbal, non-verbal, and physical violence	35,1%	61%	+30%
Understanding access to information on sexual violence	20,8%	38,5%	+18%
Understanding rights if experiencing or witnessing sexual violence	34,7%	48,2%	+15%
Understanding institutions that handle sexual violence	20,4%	35,3%	+15.1%
Understanding sexual violence prevention programs on campus	24, %	42,8%	+21.1%
Understanding reporting mechanisms on campus	32,9%	51%	+21%

Based on the table above, there is a notable improvement across all aspects of the academic community’s understanding following the implementation of the community service program. The most substantial increase is observed in understanding of reporting systems and policy literacy, indicating the effectiveness of the workshop in clarifying procedural aspects of handling sexual violence cases within the university setting.

2. Initiatives Undertaken by the University to Increase Legal Awareness and Strengthen Preventive Efforts

The prevention of sexual violence in the university is a critical issue, as the university is expected to be a safe learning environment. Without effective preventive measures, campuses may become vulnerable settings for sexual violence, which can have far-reaching consequences for the well-being of the academic community. Research on the prevention of sexual violence in universities emphasizes that prevention should be a primary concern for campus safety, rather than merely a legal issue, as it is closely linked to physical, psychological, and social risks (Bonar *et al.*, 2022). One of the key reasons for prioritizing prevention is the high prevalence of sexual violence in higher education institutions. Numerous studies conducted in developed countries indicate that incidents of sexual violence continue to occur frequently in environments that are expected to be safe and supportive (Perkins and Warner, 2017).

The following are several measures that will be undertaken by the university to prevent risks and to create a safe and comfortable campus environment, including the following:

- a. Strengthening internal policies

Higher education institutions need to translate regulations into operational rules that can be effectively implemented. Systematic and operational regulations should include clear definitions, scope, procedures, internal standards of proof, victim protection mechanisms, and administrative sanctions. Furthermore, institutions must establish an implementing structure capable of carrying out this mandate, such as a dedicated task force for the prevention and handling of sexual violence. Beyond implementation, this organization should also take a leadership role by serving as a role

model in education, awareness campaigns, and evaluation efforts.

b. Legal literacy and continuing education

Workshops, public lectures, e-learning modules, and campaigns on ethical relationships are effective when implemented consistently and evaluated systematically. International studies on sexual violence in higher education highlight its systemic nature, indicating that prevention requires a multi-level approach (Bondestam and Lundqvist, 2020) involving individuals, groups, and institutions.

Furthermore, strengthening a gender-responsive curriculum at UIN KHAS, both formally and through the hidden curriculum (Rodliyah and Sariroh, 2025). It can help promote the understanding that sexual violence affects not only women but also men.

c. Strengthening institutional networks and collaboration is essential. This includes cooperation with non-governmental organizations (NGOs), justice-oriented community groups, as well as involvement from university students and local government institutions such as

d. DP3AKB. One effective strategy to prevent cases of sexual violence in higher education institutions is the reinforcement of collaborative networks among various stakeholders. Similar to the approach of strengthening institutional networks within universities, collaboration with NGOs and justice-focused communities, both among students and local government authorities, plays a crucial role in creating a safe and protective academic environment.

III. CONCLUSION

Based on the results of the community engagement activities that were conducted, it can be concluded that the level of understanding among the academic community of UIN KHAS Jember regarding sexual violence has improved. The most significant increase was observed in understanding of regulations related to sexual violence, which rose by 41.3%, followed by a 30% increase in awareness of the various forms of sexual violence. In addition, the understanding of reporting mechanisms increased by 21%, while knowledge related to prevention programs, access to information, and institutions responsible for handling sexual violence also showed consistent improvement, although at varying rates. These findings indicate that the community engagement activities were effective in enhancing the knowledge and awareness of the academic community, not only at the conceptual level but also in structural and procedural aspects, making them a strategic step in strengthening efforts to prevent and address sexual violence within the UIN KHAS Jember environment. Strengthening campus policies related to the prevention and handling of sexual violence through clear reporting and victim protection mechanisms. Furthermore, strengthening the role of the PSGA Institution through capacity building, coordination, and institutional support for more effective case handling. Campuses also need to integrate legal literacy regarding sexual violence prevention into their curriculum and academic activities, whether through courses, seminars, or student character-building programs.

BIBLIOGRAPHY

- Andriani, Nurul Lisa dan Aroma Elmina Martha, Penegakan Hukum Pidana Terhadap Tindak Pidana Kekerasan Seksual di Perguruan Tinggi Pasca Berlakunya Permendikbudristek Nomor 30 Tahun 2021, Prosiding Seminar Hukum Aktual Hukum Internasional dalam Perspektif Islam, 2022.
- A., Nugroho. (2021) “Literasi Hukum Mahasiswa dan Implikasinya terhadap Pencegahan Kekerasan Seksual di Kampus,” *Jurnal Hukum dan HAM*, 15(2), pp. 145–158.
- Andriani, N.L. and Martha, A.E. (2024) “Penegakan Hukum Pidana Terhadap Tindak Pidana Kekerasan Seksual di Perguruan Tinggi Pasca Berlakunya Permendikbudristek Nomor 30 Tahun 2021,” *Prosiding Seminar Hukum Aktual Fakultas Hukum Universitas Islam Indonesia*, pp. 54–69.
- Bonar, E.E. et al. (2022). *Prevention of sexual violence among college students: Current challenges and future directions*. Available at: <https://doi.org/10.1080/07448481.2020.1757681>.
- Bondestam, F. and Lundqvist, M. (2020) “Sexual harassment in higher education – a systematic review,” *European Journal of Higher Education*, 10(4), pp. 397–419. Available at: <https://doi.org/10.1080/21568235.2020.1729833>.
- Khafsoh, N.A. and Suhairi, S. (2021) “Pemahaman Mahasiswa Terhadap Bentuk, Proses, Dan Pandangan Penanganan Kekerasan Seksual Di Kampus,” *Marwah: Jurnal Perempuan, Agama dan Jender*, 20(1), pp. 61–75. Available at: <https://doi.org/10.24014/marwah.v20i1.10487>.
- Media, K.C. (2024) *Komnas Perempuan: 34.682 Perempuan Jadi Korban Kekerasan Sepanjang 2024*, *KOMPAS.com*. Available at: <https://nasional.kompas.com/read/2024/08/13/05445101/komnas-perempuan-34682-perempuan-jadi-korban-kekerasan-sepanjang-2024> (Accessed: January 17, 2025).
- N., Fitriani. (2022) “Stigma Sosial dan Hambatan Korban Kekerasan Seksual dalam Mengakses Keadilan,” *Jurnal Gender dan Pembangunan*, 9(1), pp. 34–49.
- Perkins, W. and Warner, J. (2017) “Sexual Violence Response and Prevention: Studies of Campus Policies and Practices,” *Journal of School Violence*, 16(3), pp. 237–242. Available at: <https://doi.org/10.1080/15388220.2017.1318569>.
- Rimawati, E. (2024) *8.674 Anak di Indonesia Alami Kekerasan Seksual Sepanjang 2024*, *detikjatim*. Available at: <https://www.detik.com/jatim/hukum-dan-kriminal/d-7651237/8-674-anak-di-indonesia-alami-kekerasan-seksual-sepanjang-2024> (Accessed: January 19, 2025).
- Rodliyah, S. and Sariroh, S. (2025) “The strategy of prevention and handling sexual violence against women: Case study in Indonesian state universities [Author Accepted Manuscript],” *Sexual Offending: Theory, Research, and Prevention* [Preprint]. Available at: <https://www.psycharchives.org/en/item/e2763ee2-a067-4d9c-a437-633ed43ac738> (Accessed: December 16, 2025).
- Rodrigues, E.M. et al. (2024) “Criminal justice response in Cape Verde: Understanding punishment severity in case of gender-based violence against women,” *International Journal of Law, Crime and Justice*, 79(100701). Available at: <https://doi.org/10.1016/j.ijlcrj.2024.100701>.
- Veresha, R. and Karpuntsov, V. (2024) “Criminal Legal Measures: Problems of Formalization, Typology and Legal Dimensions of Impact on an Individual,” *ResearchGate*, 38(3). Available at: <https://doi.org/10.1007/s11196-024-10211-6>.