Sexual Violence on Campus: Student Experiences and Perceptions of Institutional Responses

Lu'lu Nafisah*[1], Yuditha N. K. Rizqi[2]

[1,2] Departement of Public Health, Jenderal Soedirman University, Purwokerto, Indonesia
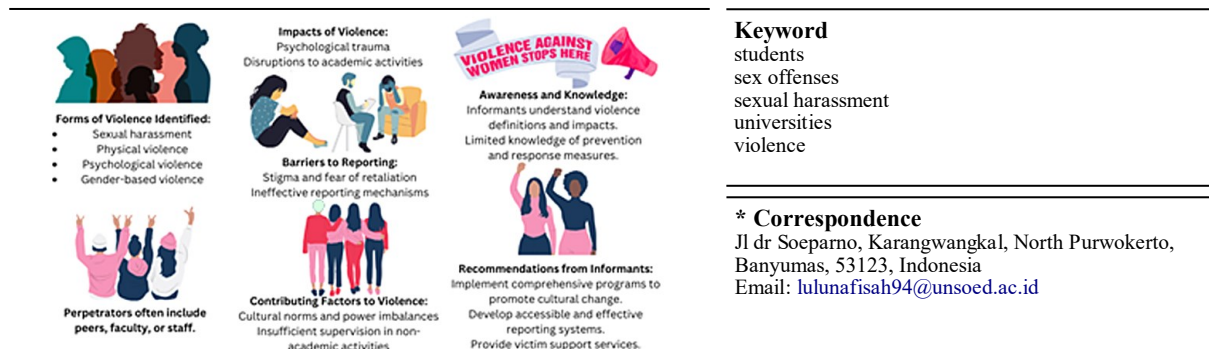
ABSTRACT

Sexual violence in higher education is a global issue with severe impacts on victims' health and academic performance. In Indonesia, its high prevalence is driven by peer norms, patriarchal culture, and inadequate institutional responses. However, critical gaps persist in understanding student perceptions, contributing factors, reporting barriers, and expectations for effective prevention and intervention. This study addresses these gaps by examining perceptions of sexual violence, associated risk factors and impacts, reporting barriers, and preventive expectations among university stakeholders. The research was conducted at Jenderal Soedirman University, employing a qualitative descriptive design that involved 18 informants, including students, counselors, and task force representatives. Data were collected through in-depth interviews and analyzed using content analysis. The findings highlight various forms of violence, including sexual harassment, physical, psychological, and gender-based violence, committed by peers, faculty, or staff. Impacts include psychological trauma and academic disruptions. Barriers to reporting, such as stigma, fear of retaliation, and ineffective mechanisms, were commonly reported. Cultural norms, power imbalances, and insufficient supervision in non-academic activities were found to exacerbate the issue. Informants stressed the need for a shift in cultural attitudes, accessible reporting systems, and victim support services through the implementation of comprehensive prevention and intervention programs.

ABSTRAK

Kekerasan seksual di perguruan tinggi merupakan isu global yang berdampak besar pada kesehatan dan prestasi akademik korban. Di Indonesia, prevalensinya yang tinggi didorong oleh norma teman sebaya, budaya patriarki, dan respons kelembagaan yang tidak memadai. Namun, masih terdapat kesenjangan yang kritis dalam memahami persepsi mahasiswa, faktor-faktor yang berkontribusi, hambatan pelaporan, dan harapan untuk pencegahan dan intervensi yang efektif. Penelitian ini bertujuan mengatasi kesenjangan tersebut dengan mengeksplorasi persepsi kekerasan seksual, faktor risiko dan dampaknya, hambatan pelaporan, serta harapan terhadap pencegahan di kalangan pemangku kepentingan universitas. Penelitian ini dilakukan di Universitas Jenderal Soedirman dengan desain deskriptif kualitatif, melibatkan 18 informan, termasuk mahasiswa, konselor, dan perwakilan satgas. Data dikumpulkan melalui wawancara mendalam dan dianalisis menggunakan analisis konten. Temuan menunjukkan berbagai bentuk kekerasan, seperti pelecehan seksual, kekerasan fisik, psikologis, dan berbasis gender, yang dilakukan oleh sesama mahasiswa, dosen, atau staf. Dampaknya mencakup trauma psikologis dan gangguan akademik. Hambatan pelaporan, seperti stigma, ketakutan akan pembalasan, dan mekanisme yang tidak efektif, banyak ditemukan. Norma budaya, ketimpangan kekuasaan, dan kurangnya pengawasan dalam kegiatan non-akademik memperburuk masalah ini. Informan menekankan perlunya perubahan budaya, sistem pelaporan yang mudah diakses, serta layanan dukungan korban melalui program pencegahan dan intervensi yang komprehensif.

GRAPHICAL ABSTRACT

* Correspondence
Jl dr Soeparno, Karangwangkal, North Purwokerto, Banyumas, 53123, Indonesia
Email: lulunafisah94@unsoed.ac.id

INTRODUCTION

Violence is a global public health issue that has garnered widespread attention due to the increasing prevalence of various forms of violence, including verbal abuse, physical violence, psychological violence, and sexual violence (Fedina et al., 2018; Mellins et al., 2017). Victims of violence often experience severe impacts, including adverse health consequences and disruptions to their education (Halstead et al., 2017).

Specifically, sexual violence among university students has become a global concern. The prevalence of sexual violence in higher education institutions is alarmingly high, with victims facing substantial effects on their physical and mental health, as well as their academic performance. In response, numerous national and institutional initiatives have been developed to address this issue, including reviews of responses to campus sexual violence (Carlson et al., 2020; Sears-Greer et al., 2022). However, research indicates that many survivors choose to disclose their experiences to peers rather than report them to formal campus authorities (Cusano & McMahon, 2019).

Sexual harassment in higher education is a complex global issue with far-reaching impacts on individuals, groups, and organizations. Unsafe academic environments, organizational hierarchies, the normalization of gender-based violence, toxic academic masculinity, a culture of silence, and a lack of active leadership are key factors that perpetuate sexual violence (Bondestam & Lundqvist, 2020).

In Indonesia, data reveal the high incidence of sexual violence in universities. The National Commission on Violence Against Women (Komnas Perempuan) recorded 51 cases of sexual violence in the education sector between 2015 and 2020, with 27% occurring in higher education institutions. The Komnas Perempuan Annual Report (CATAHU) also noted a significant increase in reported cases of sexual violence, from 348,466 cases in 2018 to 406,178 cases in 2019 (Komnas Perempuan, 2020, 2021; Putri, 2021). The prevalence of sexual violence in universities is approximately 5% among men and 25% among women, with women aged 18–24 being the most vulnerable group (Rosenberg et al., 2019; Sinozich & Langton, 2014; Smith et al., 2018).

Risk factors in campus environments include reduced parental supervision, increased alcohol consumption, sexual activity, and peer norms that condone sexual violence (Mellins et al., 2017). The impacts extend beyond physical and psychological health to include academic performance disruptions for victims (Banyard et al., 2017; Halstead et al., 2017; Herres et al., 2021). Unfortunately, many cases are underreported due to power dynamics, social stigma, trauma, and a lack of understanding of what constitutes sexual violence (Fajarini & Handayani, 2021; Komnas Perempuan, 2021).

Local surveys in Banyumas Regency provide a more detailed understanding of this issue. At the Faculty of Economics and Business, Universitas Jenderal Soedirman, a survey revealed that 100% of female respondents reported experiencing sexual harassment, with most perpetrators being external individuals (46.9%), fellow students (37.5%), and faculty or staff members (Putri, 2021). Another study at Universitas Muhammadiyah Purwokerto found that 66.1% of student respondents experienced sexual harassment, with verbal harassment (41%) and physical harassment (27.9%) being the most common forms . However, few victims reported their cases to the university's Complaint and Violence Service Unit (ULPK) due to negative stigma, lack of evidence, and feelings of shame (Putri, 2021).

Sexual violence not only affects victims but also disrupts the broader campus community. Therefore, a comprehensive understanding of students' disclosure patterns and the effectiveness of campus resources is essential for designing more effective responses (Halstead et al., 2017). It is also crucial to create safer campus environments and strong legal protections, given the pervasive patriarchal culture in Indo-

nesia (Sitorus, 2019; Trihasuti & Nuqul, 2020; Wahid, 2017).

Sexual violence in higher education has been a focus of numerous studies due to its devastating impacts on individuals and campus communities. For instance, Fedina et al. (2018) highlighted the widespread prevalence of sexual violence and its profound physical, emotional, and academic consequences, yet emphasized the limited understanding of institutional factors contributing to its persistence. Mellins et al. (2017) underscored how peer norms, alcohol use, and reduced supervision in university settings increase vulnerability, calling for tailored prevention strategies. Furthermore, Bondestam and Lundqvist (2020) identified organizational hierarchies, toxic academic masculinity, and a culture of silence as systemic barriers to effectively addressing sexual harassment and violence in academia.

Despite these significant contributions, gaps remain in understanding how students perceive various forms of sexual violence and its interplay with individual, relational, and institutional factors. Additionally, barriers to reporting incidents and the effectiveness of current prevention and response mechanisms are insufficiently explored, particularly in culturally specific contexts like Indonesia, where patriarchal norms and stigma strongly influence disclosure and help-seeking behaviors.

This study addresses these gaps by examining students' perceptions of sexual violence, identifying risk and protective factors, analyzing reporting mechanisms, and understanding their expectations for prevention and response programs. The findings aim to inform the development of contextually relevant strategies and provide insights for future research on the impacts of sexual violence, particularly on university students' reproductive health in Indonesia.

METHODS

This study utilized a qualitative research design, employing a descriptive explora-
tory approach to gain a deeper understanding of the history of sexual violence, the context in which it occurred, its impacts, university responses, as well as students' needs and expectations regarding efforts to prevent and address sexual violence in higher education.

The research was conducted at Jenderal Soedirman University from July to September 2022. The study involved a total of 18 informants, consisting of 15 key informants and 3 supporting informants. The key informants were students, while the supporting informants included counselors from the Guidance and Counseling Unit (BK), reproductive health experts, and representatives from the Sexual Violence Prevention and Handling Task Force (Satgas PPKS). Purposive sampling was employed, with participants selected based on the researchers' considerations, which aligned with the study's objectives.

Data collection was carried out through in-depth interviews. The interview guide was developed independently by the researchers, drawing on findings from previous studies to ensure comprehensive coverage of topics related to sexual violence in higher education. The guide included questions exploring incidents of sexual violence, underlying risk factors, impacts, university responses, and expectations for prevention and management programs. To ensure the validity and reliability of the interview guide, a pilot test was conducted with a subset of informants, and necessary adjustments were made based on their feedback and expert review.

The data collection process began after obtaining ethical approval from the relevant review board and securing research permits. Informants were invited to participate voluntarily and were provided with detailed information about the study objectives, procedures, risks, and benefits via an information sheet. Participation required informed consent, which was obtained prior to the interviews. All interviews were conducted in a private and secure environment to ensure the confidentiality and

comfort of the informants.

Data validity was ensured through source triangulation, which involved collecting data from multiple sources. In this study, data were gathered from students, BK counselors, reproductive health experts, and persons responsible for managing complaints of violence within the university. Once data collection was complete, the data were analyzed using content analysis, which involved three main stages: data collection, reduction, and verification. Content analysis was conducted by pre-identifying categories and then searching for them within the data. This method was instrumental as a data analysis stage, allowing the relevance of existing theories to be tested. This study was approved by the Health Research Ethics Committee of the Faculty of Health Sciences, Jenderal Soedirman University, with approval number 820/EC/KEPK/VII/2022.

RESULTS

The research involved a total of 8 female and 7 male undergraduate students. The majority of participants were 21 years old, with the youngest being 18 and the oldest being 24. Most students resided in dormitories during their studies, while a smaller portion lived at home or in Islamic boarding schools (Table 1).

This study revealed the various forms, impacts, and underlying factors of violence experienced by students in higher education institutions, as well as their understanding of existing prevention and response measures. Insights from university counseling teams (BK) and task forces for the prevention and handling of sexual violence (Satgas PPKS) enhanced the student narratives by providing institutional context and identifying systemic challenges. Violence reported by informants included physical aggression, psychological harm, sexual harassment, and gender-based violence. Perpetrators included peers, faculty members, and administrative staff.

Violence often began as minor acts, such as jokes or teasing, which escalated over time. One student shared:

> *"In my opinion, violence is more than just physical actions. Hurtful words, threats, or even intimidating stares can be considered violence. I've experienced verbal bullying that made me feel so small and powerless."* (P4)

Another informant highlighted the non-physical nature of sexual violence:

> *"Sexual violence doesn't always have to involve physical acts. For example, comments about someone's body or appearance, or jokes that objectify others, are also forms of violence. It might seem small, but it makes the person feel deeply uncomfortable."* (P1)

Gender-based violence and dating violence were also noted as prevalent issues. One participant remarked:

> *"Gender-based violence is very common in campus environments. Many women feel unsafe, and there are instances where this inequality allows perpetrators to intimidate or control their victims without consequences."* (P4)

The presence of violence in non-academic contexts, such as off-campus activities or organizational events, was frequently mentioned. One participant explained:

> *"Violence during activities like field trips or student organization events is often overlooked because there's less supervision, and people think it's just part of the experience. But that's where boundaries are easily crossed."* (L3)

Victims of violence reported a range of physical, emotional, and psychological impacts, including fear, anxiety, and social withdrawal. One participant described how violence had altered their sense of safety:

> *"I've become more cautious around people, especially those I don't know well. I avoid quiet places and try to always go home before it gets dark. Even walking around campus doesn't feel safe sometimes."* (P2)

Table 1

The characteristics of main informant

ID	Gender	Age	Major	Faculty	Year of Entry	Place of Residence
P1	Female	21	Nutrition	Health Sciences	2020	Dormitory
P2	Female	19	Nutrition	Health Sciences	2022	Dormitory
P3	Female	18	Pharmacy	Health Sciences	2022	Dormitory
P4	Female	21	Public Health	Health Sciences	2022	Dormitory
P5	Female	20	International Relations	Social and Political Sciences	2020	Dormitory
P6	Female	21	Political Science	Social and Political Sciences	2019	Dormitory
P7	Female	21	Public Administration	Social and Political Sciences	2020	Dormitory
P8	Female	24	Indonesian Literature	Cultural Sciences	2019	Islamic Boarding School
L1	Male	20	Economics Education	Economics and Business	2021	Parent House
L2	Male	19	Management	Economics and Business	2021	Parent House
L3	Male	21	Communication Science	Social and Political Sciences	2019	Dormitory
L4	Male	21	Agriculture Engineering	Faculty of Agriculture	2020	Parent House
L5	Male	21	Agro technology	Faculty of Agriculture	2020	Dormitory
L6	Male	19	Industrial Engineering	Faculty of Engineering	2021	Parent House
L7	Male	20	Electrical Engineering	Faculty of Engineering	2019	Parent House

For others, the trauma affected their ability to trust. One informant shared:

"A friend of mine experienced sexual violence, and even now, she struggles to trust people. She blames herself for what happened and often avoids social situations altogether." (L7)

From the perspective of the university counseling team (BK), the prolonged impacts of violence are not only psychological but also academic:

"We've observed that students who experience violence often show a decline in academic performance. They may avoid classes, disengage from campus life, or even consider dropping out altogether. The trauma doesn't just affect their mental health; it disrupts their entire academic journey,"

Informants identified several factors contributing to campus violence, including environmental influences, power imbalances, and the cultural normalization of harmful behaviors. One participant explained:

"I think one of the main causes of violence is the environment. When violence is present in families, schools, or even social media, people start to see it as normal. But violence should never be tolerated, no matter the context." (L1)

Another informant reflected on the role of unchecked power dynamics:

"Violence often happens when there's a power imbalance. Seniors, faculty, or staff use their position to control or intimidate others, and victims feel they can't fight back because they lack authority." (P3)

A member of the university's Satgas PPKS further emphasized the role of systemic factors:

"One challenge we face is addressing the deeply rooted culture that normalizes violence or views certain behaviors as 'tradition.' For example, in some cases of orientation or hazing, people justify harmful acts as part of the learning process. This mindset is what we aim to dismantle through education and awareness programs."

While most informants demonstrated a clear understanding of violence and its impacts, their knowledge of prevention and response mechanisms on campus was notably limited. Some were aware of counseling centers or complaint services but expressed doubts about their accessibility and effectiveness. One participant shared:

"I've seen posters on campus explaining how to report violence, but I don't know anyone who has actually used those ser-

vices. It makes me wonder if the system really works." (P7)

Others highlighted the need for enhanced communication and awareness initiatives:

"There should be regular socialization about what to do if violence happens. Many students don't know who to contact or what steps to take. It feels like the university isn't prioritizing this issue enough." (P4)

The Satgas PPKS acknowledged these gaps and provided their perspective:

"One of the biggest hurdles is building trust with the students. Many victims are hesitant to come forward because they feel nothing will change or fear retaliation. We need to ensure confidentiality, provide clear follow-ups, and demonstrate that reporting leads to action. Without this, students won't feel empowered to report."

The BK team also recognized the need for proactive measures:

"Our role isn't just to provide counseling after violence occurs; we need to work on preventive strategies, such as workshops on healthy relationships, boundary-setting, and recognizing early signs of abusive behavior. Prevention is key to creating a safer campus environment."

Fear of retaliation, stigma, and the perception that perpetrators would not face meaningful consequences emerged as common barriers to reporting incidents of violence. One informant explained their reluctance:

"I didn't report the harassment I faced because I was scared of being blamed. People often say things like, 'What were you wearing?' or 'Why didn't you avoid the situation?' It makes victims feel like it's their fault." (P1)

Another informant described perceived disparities in institutional responses to perpetrators:

"I know a lecturer who was reported for harassment, but instead of being

dismissed, he was just transferred to another department. They said it was because he had a family to support. It felt like the institution cared more about the perpetrator than the victim." (P4)

The Satgas PPKS also acknowledged limitations in enforcement:

"The process of holding perpetrators accountable can be lengthy and complicated. In some cases, bureaucratic hurdles delay justice, which discourages victims from coming forward. We are working on streamlining these procedures to ensure swift and fair outcomes."

Students expressed a strong desire for institutional reforms, including stricter policies, accessible reporting mechanisms, and cultural change. One participant emphasized the need for a safer environment:

"Universities must take violence seriously by making the reporting process easy and transparent. Perpetrators need to face real consequences, and victims should feel protected, not isolated." (L2)

A representative from the counseling team highlighted the importance of a holistic approach:

"Our recommendations include not just individual support for victims but also campus-wide campaigns to raise awareness about violence and its consequences. Empowering students with knowledge and resources will make a significant difference."

The Satgas PPKS emphasized the importance of collaborative efforts:

"This isn't just the responsibility of one department or task force. Preventing violence requires the involvement of the entire university community—students, faculty, and staff. We need everyone to stand together and actively promote a culture of respect and accountability."

These findings underscore the critical need for higher education institutions to adopt comprehensive strategies that address violence through policy reforms, preventive education, accessible support systems, and cultural change.

Insights from students, the BK team, and Satgas PPKS reveal the necessity of a unified and coordinated approach in ensuring that campuses become safe and inclusive spaces for all.

DISCUSSION

Sexual violence in higher education institutions often involves complex power dynamics between students, staff, or lecturers. The prevalence of sexual violence on campuses—whether in verbal, physical, or psychological forms—remains alarmingly high across many countries. In Indonesia, such cases have received heightened attention following the issuance of Minister of Education Regulation Number 30 of 2021, which governs the prevention and handling of sexual violence within educational settings.

Key informants, such as reproductive health experts and the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS) at universities, noted that several institutions have implemented regulation-based policies, such as Rector's Decrees on sexual violence prevention. Awareness campaigns for students are also conducted through various programs, including orientation activities for new students. However, students' understanding of sexual violence remains inconsistent. Internal factors, such as prior education, and external factors, such as social media influence, play a role in shaping this knowledge.

This research shows that students have an understanding of the definition, forms, impacts, and risk factors of violence. However, a significant proportion of students lack knowledge about efforts to prevent and handle violence in higher education institutions. Most students stated that violence is highly likely to occur in both academic and non-academic activities, including in friendships among students. Informants described various forms of violence they experienced, such as physical violence (e.g., beating or being exposed to extreme temperatures), psychological violence (e.g., hurtful words, stigma, and discrimina-

tion), and sexual violence, both verbal and nonverbal. Violence was considered more likely to occur outside academic activities, such as during the Community Service Program (KKN), ice-breaking events, and student organization activities. However, the risk of violence also increased during academic activities after the resumption of face-to-face lectures.

These findings align with previous research identifying various forms of violence in higher education institutions, occurring in dating relationships, friendships, and hierarchical relationships between lecturers and students. The prevalence of violence varies, with approximately 5% of males and 25% of females reporting such experiences (Rosenberg et al., 2019). Forms of violence include physical, psychological, economic, social, and sexual violence (Khodijah, 2018; Muhamad et al., 2021). Other studies also note that violence occurs in both academic and non-academic contexts, including student dormitories (Gilbert et al., 2019; Moylan & Javorka, 2020).

Case disclosure varies significantly based on gender and the relationship between the victim and the perpetrator (Cusano et al., 2023). The most common forms of sexual violence include verbal and physical violence, followed by visual, psychological, and gestural violence. Examples of physical violence include being kissed, touched inappropriately, or subjected to lustful stares. Visual sexual harassment, such as the display of pornographic material through posters or email, is also frequently reported (Istiadah et al., 2020).

Undergraduate female students are the primary targets of verbal harassment, often used as an initial tactic to escalate to more severe forms of sexual violence (Phipps, 2020; Pugh & Becker, 2018). Other forms of sexual violence experienced by students include unwanted dating invitations, sexual insults, sexually suggestive body gestures, rape, sexual intimidation, threats or attempted rape, sexual exploitation, forced prostitution, sexual slavery, and gender-based violence (Fedina et al., 2018;

Istiadah et al., 2020; Rusyidi et al., 2019). Literature reviews reveal that sexual harassment frequently occurs among adolescents in both developed and developing countries. Common forms include sexual comments, jokes, spreading sexual rumors, inappropriate touching, and public masturbation (Ulfaningrum et al., 2021).

This study reaffirms that preventing and addressing violence in higher education institutions requires a holistic and multidisciplinary approach, involving clear regulations, education about violence, and the engagement of all campus stakeholders.

This study also highlights that perpetrators of sexual violence on campuses are not limited to fellow students but include individuals in positions of authority, such as academic staff. These findings align with prior research indicating that perpetrators of sexual violence include strangers, peers, friends, siblings, lecturers, security personnel, administrative staff, neighbors, personal tutors, seniors, or employers (Istiadah et al., 2020). Moreover, perpetrators often come from within the academic environment and hold respected positions, such as lecturers, administrative staff, seniors, or alumni. The study further reports that victims frequently do not know the perpetrators personally (Istiadah et al., 2020; Rusyidi et al., 2019).

Victims of sexual violence in higher education are predominantly women, particularly those in their early and mid-study years (Howard et al., 2019; Istiadah et al., 2020; Mellins et al., 2017). However, men are not exempt from violence, with prevalence rates ranging from 3.2% to 28.7% (Forsman, 2017; Mellins et al., 2017). These findings align with this study, which also indicates that male students experience sexual violence. Previous research highlights that perpetrators are predominantly male, while women are disproportionately affected as victims (Campbell et al., 2021; Porta et al., 2017; Ray et al., 2018).

Several underlying factors contribute to sexual violence, including humor or jokes that cause discomfort, revealing clothing, isolated areas, and victims walking alone. Other risk factors include peer influence, perceptions, media exposure, poor emotional regulation, a history of violence, low self-esteem, and low socioeconomic status (Bonar et al., 2021; Lestari & Arum, 2021; Muhamad et al., 2021; Ray et al., 2018). On the other hand, protective factors include empathy, sexual education, and drawing lessons from past experiences (Hudson-Flege et al., 2018; Santelli et al., 2018).

Victims of sexual violence often experience psychological effects such as fear, anxiety, discomfort, self-blame, withdrawal, hypervigilance, and restricted activities. These impacts affect their focus on learning, academic participation, and non-academic activities. Previous reports indicate that student victims of sexual violence exhibit lower academic performance, physical and mental health issues, elevated stress levels, and reduced institutional commitment (Banyard et al., 2017; Halstead et al., 2017). Additionally, victims often hesitate to speak out due to fears of social stigma, victim-blaming, and a lack of institutional support (Shopiani & Supriadi, 2021).

Most victims prefer to share their experiences with family or close friends rather than formally report incidents to institutions. Factors influencing disclosure patterns include personal identity, prior experiences, and the social responses of disclosure recipients (Mennicke et al., 2022). Support from family and friends is often perceived as most helpful, whereas university-provided resources are frequently viewed as inadequate (Borrego et al., 2018). Previous research shows that men are less likely than women to disclose incidents (Mennicke et al., 2022).

Efforts to prevent sexual violence involve various interventions, including comprehensive sexual education, bystander intervention training, and campus policy revisions to create an inclusive environment (Casey & Hampson, 2021; McMahon & Seabrook, 2019). Additionally, increased awareness of complaint services, the establishment of victim support

centers, and clear regulations are key expectations identified by participants. Research shows that intervention programs can reduce the incidence of sexual violence, enhance prosocial attitudes, and encourage preventive behaviors (Coker et al., 2016; Jouriles et al., 2018).

Barriers to addressing sexual violence include institutional unawareness, low accessibility for vulnerable groups, and delayed university responses. Cross-campus collaboration, specialized training for at-risk groups, and increased resources are necessary to improve service accessibility (Ledingham et al., 2022). Furthermore, fostering a campus culture that is more survivor-friendly, in line with feminist perspectives and power relations theories, is crucial (Khafsoh & Suhairi, 2021).

This study offers significant strengths, particularly in its exploration of diverse perspectives from students, experts, and university task force representatives, which contributes to a nuanced understanding of sexual violence in higher education. The qualitative approach enabled an in-depth analysis of individual experiences and institutional responses. However, the study has several limitations. First, the small sample size and the use of purposive sampling limit the generalizability of the findings to the broader population of students or higher education institutions. Second, the reliance on self-reported data introduces potential response bias, such as underreporting or overreporting of experiences and perceptions. Lastly, as the study was conducted within a single higher education institution, the findings may be influenced by local factors, including campus policies, organizational culture, and region-specific social norms.

CONCLUSIONS

This research highlights that violence in higher education, though perceived as infrequent, has severe consequences for victims. Informants recognized its forms, impacts, and risk factors but showed limited knowledge of prevention and reporting mechanisms. Reported violence includes sexual harassment, physical, psychological, and gender-based violence by peers, faculty, and staff, causing fear, trauma, and academic disruption. Barriers to reporting include stigma, retaliation fears, and ineffective sanctions for perpetrators. Key factors include environmental influences, power imbalances, and inadequate supervision. Preventing violence requires cultural change and stronger institutional mechanisms.

This research highlights the need for further investigation into the intersectionality of gender, race, and sexual orientation in the context of sexual violence. Longitudinal studies could assess the effectiveness of current prevention programs and explore innovative interventions, such as peer-led support systems and digital reporting mechanisms. Collaboration between universities and external organizations could enhance institutional responses and foster a survivor-centered campus culture. Higher education institutions should enhance violence prevention awareness, establish confidential reporting systems, enforce sanctions, and address power imbalances and stigma. Peer support, mentorship, and collaboration with experts are essential for fostering a safer, inclusive campus environment.

AUTHORS' CONTRIBUTIONS
Lu'lu Nafisah was responsible for the conceptualization of the study, data collection, analysis, and manuscript writing. Yuditha N. K. Rizqi contributed to the study design, literature review, and manuscript writing. Both authors were involved in data interpretation and approved the final manuscript.

AUTHORS' INFORMATION
Lu'lu Nafisah, S.KM., M.K.M, a lecturer specializing in reproductive health at the Department of Public Health, Faculty of Health Sciences, Jenderal Soedirman University, Purwokerto Utara, Banyumas, Central Java, Indonesia. Yuditha Nindya Kartika Rizqi, S.KM., MPH, a lecturer specializing in health policy administration at the Department of Public Health, Faculty

of Health Sciences, Jenderal Soedirman University, Purwokerto Utara, Banyumas, Central Java, Indonesia.

COMPETING INTERESTS

The authors confirm that all of the text, figures, and tables in the submitted manuscript work are original work created by the authors and that there are no competing professional, financial, or personal interests from other parties.

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