

Initiatives to Establish a Zero-Tolerance Sexual Violence Policy at State Islamic University

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ABSTRACT: *This study seeks to establish a zero-tolerance environment for sexual violence at UIN Sunan Ampel Surabaya by enhancing internal processes based on Islamic campus principles. It addresses ongoing concerns of sexual violence and the lack of effective preventive and response procedures, highlighting the significance of gender awareness and justice for victims. This study employed a Participatory Action Research (PAR) approach, grounded in the social-ecological model, comprising four stages: planning, action, observation, and evaluation. Stakeholders across the institution contributed to policy development, education, awareness campaigns, and the formation of a Sexual Violence Prevention and Handling Task Force (Satuan Tugas Pencegahan dan Penanganan Kekerasan Seksual/Satgas PPKS). Continuous evaluation enabled improvements at each phase. The findings show that campus members' awareness of sexual violence remains low, with misunderstandings regarding its forms and consequences. The study yielded significant results through participatory action, including the formation of a gender-responsive task force, policy proposals, gender education initiatives, and a "Zero Tolerance Sexual Violence" declaration. These actions increased the institution's commitment to a safe and inclusive campus. This study was limited to a single institution and relied on leadership support and readily available infrastructure. However, its structure provides a paradigm for different Islamic higher education situations. This work presents an innovative synthesis of Islamic ethics and gender justice, utilising participatory and ecological methodologies, which results in a reproducible paradigm for reducing sexual violence in higher education.*

Studi ini bertujuan untuk membangun lingkungan tanpa toleransi terhadap kekerasan seksual di UIN Sunan Ampel Surabaya dengan meningkatkan proses internal berdasarkan prinsip-prinsip kampus Islami. Studi ini membahas kekhawatiran yang terus berlanjut terkait kekerasan seksual dan kurangnya prosedur pencegahan dan penanggulangan yang efektif, serta menyoroti pentingnya kesadaran gender dan keadilan bagi korban. Studi ini menggunakan pendekatan *Participatory Action Research (PAR)*, yang berlandaskan model sosial-ekologis, yang terdiri dari empat tahapan: perencanaan, aksi, observasi, dan evaluasi. Para pemangku kepentingan di

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seluruh institusi berkontribusi pada pengembangan kebijakan, pendidikan, kampanye kesadaran, dan pembentukan Satuan Tugas Pencegahan dan Penanganan Kekerasan Seksual (Satgas PPKS). Evaluasi berkelanjutan memungkinkan peningkatan pada setiap fase. Temuan menunjukkan bahwa kesadaran anggota kampus tentang kekerasan seksual masih rendah, dengan kesalahpahaman mengenai bentuk dan konsekuensinya. Studi ini menghasilkan hasil yang signifikan melalui aksi partisipatif, termasuk pembentukan satuan tugas responsif gender, usulan kebijakan, inisiatif pendidikan gender, dan deklarasi "Tanpa Toleransi Kekerasan Seksual". Tindakan-tindakan ini meningkatkan komitmen institusi terhadap kampus yang aman dan inklusif. Studi ini terbatas pada satu institusi dan bergantung pada dukungan kepemimpinan serta infrastruktur yang tersedia. Namun, strukturnya memberikan paradigma untuk berbagai situasi pendidikan tinggi Islam. Karya ini menyajikan sintesis inovatif antara etika Islam dan keadilan gender, dengan menggunakan metodologi partisipatif dan ekologis, yang menghasilkan paradigma yang dapat direproduksi untuk mengurangi kekerasan seksual di pendidikan tinggi.

Keywords: *Policy Determination, Zero Tolerance Policy, Sexual Violence, State Islamic University.*

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I. INTRODUCTION

Based on a preliminary investigation, Detection and Handling of Sexual Harassment of Women at Universitas Islam Negeri (UIN) Sunan Ampel Surabaya (Implementation Study of Decree of the Director General of Islamic Education Number 5494 of 2019), conducted in 2021, Rochimah et al. (2024) found that sexual violence against women continues to occur at UIN Sunan Ampel Surabaya. Sexual violence against women is caused by several factors, including a) women's lack of knowledge and awareness of various forms of sexual violence, b) mechanisms for preventing and handling cases of sexual violence that are not well-conceptualised, and c) the lack of university-level regulations that specifically regulate cases of sexual violence against women.

According to the research findings, the Indonesian public has recently refocused on discussions about sexual violence following the publication of Minister of Education, Culture, Research, and Technology Regulation 30 of 2021 Concerning the Prevention and Handling of Sexual Violence in Higher Education. Previously, the Ministry of Religion, through the Director General of Islamic Education, issued Decree 5494 of 2019 on the Prevention and Management of Sexual Violence in Islamic Religious Universities. The purpose of these two ministerial-level regulatory products is the same: to provide guidelines and technical instructions for universities to implement and carry out the mandate of these regulations to prepare derivative regulatory instruments, implementing parties, work mechanisms, funding facilities, and infrastructure to prevent and deal with violence in sexual relationships in the college community.

According to preliminary findings, the number of sexual violence complaints at UIN Sunan Ampel Surabaya is not exceptionally high. Questionnaire data from campus members (lecturers, staff, and students) indicate several incidences of sexual violence, both verbal and nonverbal. According to respondents' responses, 61.4 per cent, or 27

persons, have encountered verbal sexual violence in the form of statements directed at sexuality, bodily parts, or looks online or offline. Meanwhile, 52.3 per cent, or 23 persons, reported experiencing physical sexual violence in the form of touching, embracing, kissing, caressing, gazing, or staring at bodily parts without consent. However, the majority of sexual violence cases occur outside of the school environment. Only seven respondents reported verbal sexual assault, while three reported physical sexual violence on campus (Rochimah et al., 2024).

Sexual violence in higher education is not a new issue. Sexual violence has long been a scourge around the world, not just in Indonesia (Bellis, 2022; Duffey & Haberstroh, 2025). According to Jessup-Anger et al. (2018); Kirkpatrick & Kanin (1957) were the first to research sexual violence against women in higher education in the United States. This study tries to determine women's perspectives on "erotic aggressiveness" perpetrated by men in "dating" relationships at university. According to the findings of this study, more than a quarter of the women in the sample reported coercion and forceful attempts by their male partners to have sex that included threats or violence. This study also demonstrates that women who have been victims of sexual abuse lack the strength and bravery to report their experiences to authority figures at universities, parents, or priests. Russell (1982) replicated this research finding, claiming that 88% of rape victims in his sample knew their perpetrator. Only a tiny percentage of victims report the attacker to the police.

Since Kirkpatrick & Kanin (1957) research, academia and the public have paid attention to sexual violence in higher education. Aside from feminist groups that spoke out against sexual abuse, comparable research arose in the aftermath. Several research studies on sexual violence in higher education have increased in intensity since the turn of the century, including Bonar et al. (2022); Fisher et al. (2005, 2007); Steele et al. (2022). The research data confirm that sexual violence in higher education is a reason for worry. Between 20% and 25% of female students face sexual violence while studying on campus. When Bondestam & Lundqvist (2020) researched academic publications on sexual violence in higher education, they discovered a) that one in every four female students had experienced sexual harassment on campus and b) the study shows that sexual harassment profoundly affects victims, although qualitative accounts do not explicitly articulate the extent of this impact.

In greater detail, Fredrik Bondestam and Maja Lundqvist cite Henning et al. (2017), who report that extensive studies estimate the prevalence of sexual harassment among female students to be between 20% and 25%. Meanwhile, according to a research report by Voth Schrag (2017), data on sexual violence on U.S. campuses shows that at least 22% of female students have experienced sexual violence while dating, and nearly 20% have experienced sexual assault since entering university. Meanwhile, according to extensive studies, sexual violence has physical, psychological, and professional consequences for the victim. Depression, trauma, physical damage, unintended pregnancy, transfer of sexually transmitted illnesses, alcohol and illegal drug use, career disruption, and so forth.

Sexual violence in higher education, which targets women as victims, requires considerable attention and prevention by systematically employing the internal ecology. Research highlights many issues that institutions need to address to prevent sexual violence and to manage cases effectively, especially regarding victim support. These aspects are categorised as primary, secondary, and tertiary, as follows: policy, education

and training, case management, and support structure. According to Smallbone et al. (2013) and Zippel (2003), a positive organisational culture can reduce the risk of sexual violence on campus. The existence of a policy will also protect individuals or groups from acts of sexual violence, especially if it has a strong mandate from the highest structure in an organisational environment.

Next, higher education institutions must increase education and training on preventing and responding to sexual assault to create an ecosystem that fully understands sexual violence on campus. Aside from that, the goal is to develop tools that can help or handle situations of sexual abuse on campus. These methods incorporate existing campus structures such as the Centre for Gender and Child Studies (*Pusat Studi Gender dan Anak/PSGA*), the Campus Sexual Violence Prevention and Handling Task Force (*Satuan Tugas Pencegahan dan Penanganan Kekerasan Seksual/Satgas PPKS*), Study Programs, and Student Organisations. The goal is to establish fundamental knowledge requirements for the definition and types of sexual violence, social norms that can normalise possible acts of sexual violence, self-defence, post-incident reactions to sexual violence for victims, and legal protection rights. According to Smallbone et al. (2013) and Craig (2022), Personal Safety Skills are fundamental abilities that children must learn to protect themselves and escape sexual abuse. These abilities include a) recognising the characteristics of people who can perpetrate sexual violence (Boyle & Lutzker, 2005), b) resisting the threat of sexual violence (Miltenberger et al., 2015), and c) reporting sexual assault (Schei et al., 2003).

Aside from prevention, sexual assault that occurs requires timely and comprehensive treatment. Victims of sexual abuse will face extraordinarily challenging and distressing post-incident conditions (Catton et al., 2023). If no external party is present to accompany the victim or provide appropriate treatment assistance, victims of sexual violence are more likely to become trapped in worse conditions, such as suicide, mental disorders, and physical illness, disrupting their daily activities, including their studies (Goodman-Williams et al., 2024). Alternatively, if a perpetrator of sexual assault is not reported and punished, he will become a menace to everyone in his area. As a result, case management and support mechanisms are the most important factors to consider while dealing with sexual violence on campus (Franklin et al., 2016; Holland et al., 2021).

According to Basile et al. (2016) in *STOP SV: A Technical Package to Prevent Sexual Violence*, preventing sexual violence should be a global priority for various reasons: a) the high prevalence of sexual violence; b) many cases of sexual violence begin at a young age; c) sexual violence is linked to risk and environmental factors; d) sexual violence is linked to other forms of violence; and e) sexual violence has severe health and economic consequences. As a result, this study recommends that a comprehensive approach to preventing sexual violence be implemented as early as possible. This research provides a social ecology model for preventing sexual violence, focusing on individuals, relationships, communities, and society. The intricacy of the elements linked with sexual violence is why a social ecology approach can lessen the likelihood of sexual violence occurring. In its application, the social-ecological model of preventing and dealing with sexual violence includes the following tactics and approaches:

Table 1. Strategy and approach to eradicate sexual violence

No	Strategy	Approach
1	Promotion and socialisation of social standards that can help avoid sexual assault.	<ul style="list-style-type: none"> • Direct observation. • Involve men as volunteers.
2	Teaching strategies to prevent sexual violence.	<ul style="list-style-type: none"> • Social-emotional learning. • Teach men and women how to have healthy, safe, and non-adulterous relationships. • Gender empowerment-based training.
3	Creating empowering possibilities for women.	<ul style="list-style-type: none"> • Strengthening economic support. • Strengthening leadership and roles for women.
4	Create a protective environment.	<ul style="list-style-type: none"> • Improve security and monitoring. • Create policies and implement them consistently. • Addressing community risk levels through an environmental approach.
5	Support victims in recovery.	<ul style="list-style-type: none"> • Provide victim-centred services. • Medical and psychological treatment for victims.

Using the social-ecological strategy and approach described above, this participatory action research design aims to achieve a sexual violence-free environment at UIN Sunan Ampel Surabaya by creating a coherent internal environment with the spirit of preventing and dealing with sexual violence based on Islamic campus characteristics. This desire is relevant to the stakeholders' expectations that researchers have identified in preliminary research as follows: a) there needs to be outreach and education to campus residents regarding sexual violence and its legal implications; b) there needs to be a service center for handling sexual violence; c) creating Standard Operating Procedures (SOP) for preventing and handling sexual violence; d) serious handling of cases that have occurred by prioritising justice for victims; and e) funding and infrastructure support in preventing and handling sexual violence.

This participatory research was conducted in various stages: preparation, action, observation, and assessment (Kindon et al., 2009; Schubotz, 2020). The planning stage entails developing and implementing strategies for preventing and responding to sexual violence at UIN Sunan Ampel Surabaya in collaboration with stakeholders. The action stage entails a series of processes for developing policies, operational standards, outreach, training, and the establishment of facilities, infrastructure, and a community of staff/volunteers to support efforts to prevent and address sexual violence at UIN Sunan Ampel Surabaya by establishing an internal ecological base at the university, faculty, and program levels—studies to student organisations. During the planning and action stages, researchers carry out observation and evaluation to identify and promptly remedy deficiencies in each process, thereby ensuring that the outcomes align with the intended aims. Therefore, the PSGA UIN Sunan Ampel Surabaya conducted this

research to meet the law's mission and ensure its effective implementation in the university setting.

II. METHOD

This study employs a Participatory Action Research (PAR) design with a mixed qualitative–quantitative approach based on the social-ecological model (Campbell, 2025). The PAR design was chosen because it enables researchers, stakeholders, and participants to collaborate directly in planning, implementing, and evaluating initiatives aimed at preventing and addressing sexual violence at UIN Sunan Ampel Surabaya. This framework emphasises stakeholder engagement to produce practical and transformative outcomes in developing a campus environment free from sexual violence. The social-ecological approach was used to analyse interactions among individuals, relationships, communities, and institutional systems that influence behaviour and policy within the university context. The research utilised both primary and secondary data. Primary data were obtained from lecturers, staff, and students through focus group discussions (FGDs), interviews, questionnaires, and observations. Secondary data were collected from institutional documents, government regulations, reports from the PSGA, and previous studies related to the prevention of sexual violence in higher education.

Quantitative data were gathered using a structured questionnaire distributed to respondents via Google Forms and printed copies. The questionnaire explored participants' awareness, experiences, and perceptions of sexual violence. The data were processed descriptively using Microsoft Excel to calculate frequency and percentage distributions using the formula: $P = f/N \times 100\%$, where P represents the percentage, f represents the frequency of responses, and N represents the total number of respondents. Meanwhile, qualitative data were collected through semi-structured interviews and FGDs involving university leaders, PSGA members, and student organisation representatives. These techniques were designed to gain deeper insight into institutional awareness, policy implementation, and campus culture related to sexual violence prevention. Document analysis was also conducted on relevant ministerial decrees, PSGA archives, and campus policies to strengthen contextual understanding.

Triangulation was applied to ensure data credibility and reliability by combining various data sources, collection methods, and researchers' perspectives (Carter et al., 2014). Member checking was also carried out by presenting preliminary findings to stakeholders for review and validation. Data analysis was performed using interactive qualitative analysis, which included data reduction, display, and conclusion. Thematic coding was used to identify patterns related to gender awareness, policy development, and institutional responses. Quantitative findings supported the qualitative interpretation to understand the research problem comprehensively. All findings were then integrated into a participatory action plan evaluated cyclically across the four PAR stages: planning, action, observation, and reflection.

III. RESULT AND DISCUSSION

An Overview of the Centre for Gender and Child Studies

As a government institution, UIN Sunan Ampel Surabaya must implement Presidential Instruction No. 9 of 2000 on Gender Mainstreaming. Attempts to incorporate gender into UIN Sunan Ampel's planning and programs have been ongoing for over two decades. To be more specific, the Women's Study Program Group (*Kelompok Program Studi Wanita/KPSW*) was created on this campus on August 4, 1990, by Decree of the Chancellor of IAIN Sunan Ampel Surabaya No. 182/HK.005/SK/P/1990. At that time, UIN Sunan Ampel was still known as IAIN Sunan Ampel. KPSW is organised under the Centre for Research and Community Service (*Pusat Penelitian dan Pelayanan Masyarakat/P3M*). On November 8, 1995, Chancellor's Decree No. 127/HK.005/SK/P/1995 renamed KPSW the Centre for Women's Studies (*Pusat Studi Wanita/PSW*), structurally affiliated with the Research Centre. Women activists from Indonesia's IAIN campuses worked together to change the name to PSW. By changing the name to the Study Centre, they aim to establish PSW as an independent organisation, reporting directly to the Chancellor.

PSW changed its name again five years later, becoming the Centre for Gender Studies (*Pusat Studi Gender/PSG*) under Chancellor's Decree No. 24/HK.005/SK/P/2000. This is done to adapt to the new paradigm of the global women's movement, which incorporates the notion of Gender and Development (GAD). According to Reeves and Baden, GAD itself was a new strategy or paradigm at that time, promoted by activists in the global women's movement who were frustrated by the slow progress made in changing women's lives and influencing the broader development agenda through Women in Development (WID) policies. As they explain:

GAD emerged from a frustration with the lack of progress of WID policy in changing women's lives and influencing the broader development agenda. GAD challenged the WID focus on women in isolation, seeing women's 'real' problem as the imbalance of power between women and men. GAD approaches generally aim to meet both women's practical gender needs and more strategic gender needs..., by challenging existing divisions of labour or power relations.

In 2012, the Centre for Gender Studies changed its name to the PSGA. In addition to gender outreach on campus, the KPSW administrators who have become PSGA participate in various activities off campus, both nationally and internationally. This is done to expand their understanding and knowledge of gender, associated issues, and various government policies that affect women's lives. As a result, when we discuss measures to promote gender equality or Gender Mainstreaming (*Pengarusutamaan Gender/PUG*), we are referring to UIN Sunan Ampel's compliance with Presidential Instruction (*Instruksi Presiden/INPRES*) No. 9 of 2000. From here, PSGA plays a crucial role in promoting gender equality and implementing PUG on campus.

However, promoting gender equality at UIN Sunan Ampel Surabaya is not an easy task. They were similarly learning about initiatives to incorporate PUG. Campus people have issues about the definition of equality and reservations about the aims that would result from it. What exactly is meant by "gender equality"? Do you want to make men and women equal, either physically or mentally? Do you want to equalise the rights and obligations of men and women? Don't men and women differ? However, it cannot be said that campus residents oppose this idea. The occupants of this campus have varying levels of knowledge and awareness about gender. Some people genuinely understand

and desire to consider gender in their activities, while others do not and find it difficult to accept the concept of gender equality.

PSGA and other gender activists should take a broader and deeper perspective to guarantee that gender equality benefits all campus residents and society. They must also be sincerely committed to and carry out the goal of the struggle for gender equality, which is to create a decent and enjoyable living environment for all campus residents, including men and women, rather than prioritising individual interests or the PSGA's interests.

Aside from that, UIN Sunan Ampel Surabaya still lacks standard regulations for PUG implementation. As a result, PUG implementation in various current units varies and is not unidirectional. In general, the implementation of PUG appears to be heavily reliant on individual knowledge of or gender sensitivity, particularly among leaders in these units. So, while some units have attempted to incorporate gender as a factor to consider in their programs, others have ignored it entirely.

Chairman of the PSGA at IAIN Sunan Ampel has been led by six chairmen from its inception to now (since joining UIN), including:

1. 1990 : Prof Zaitunah Subhan, MA : Kelompok Kajian wanita
2. 1996- 2004 : Prof. Dr. Tsuroyyah Kiswati, MA : PSW
3. 2004-2006: Prof. Dr. Istibsyaroh, MA: PSG
4. 2006-2014 : Dr. Lilik Hamidah, MA : PSGA
5. 2014-2022: Rochimah, M. Fil I: PSGA
6. 2022-2026 : Dr. Lilik Hurriyah, M. Pd.I: PSGA

Sexual Violence Prevention Program at UIN Sunan Ampel Surabaya

One element contributing to the frequency of sexual assault is the lack of understanding among campus residents, particularly students, about various types of sexual violence. This program complies with the requirements of the Minister of Education, Culture, Research, and Technology Regulation Number 30 of 2021 on the Prevention and Management of Sexual Violence in Higher Education. According to Article 1, sexual violence is defined as any act of degrading, insulting, harassing, or attacking a person's body and reproductive function as a result of unequal power and gender relations, which causes psychological and physical suffering, including those that harm health.

Researchers created the following graph to assess campus inhabitants' understanding of sexual violence. According to the results of the disseminated questionnaire, instructors' and students' knowledge of sexual violence remains low:

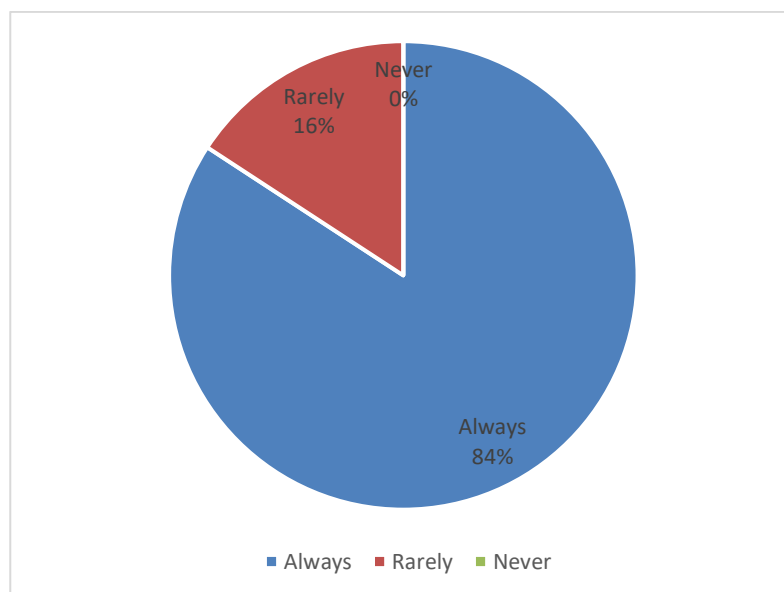


Figure 1. Respondents' answers related to the frequency of hearing the term sexual violence

According to the data percentage, 84,2% (48 people) of respondents said they frequently heard the phrase "sexual violence cases" as the topic of this study, while 16,8 % (9 people) said they rarely heard it. This phrase is introduced to people through various media, including social media, television/newspapers/magazines, social and religious assemblies, academic forums/seminars/conferences, organisational studies, and chats with friends. On the other hand, social media accounts for most of the available media. Consider the following diagram:

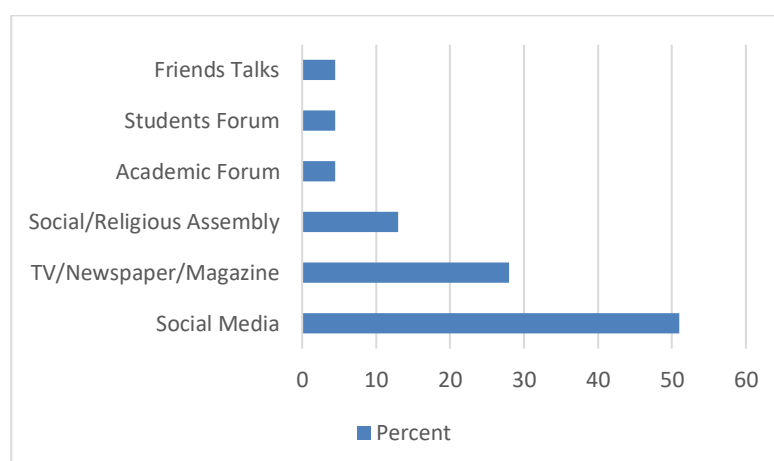


Figure 2. Respondents' answers were related to the origin of their knowledge of hearing the term sexual violence

Sexual violence can take numerous forms, including abortion, the presentation of pornography/pornographic content, and sexual bullying/intimidation. When researchers inquire about different types of sexual violence, they ensure that respondents are familiar with the topic. There were a variety of views, with half of the respondents agreeing that hurting the clitoris during female circumcision is not sexual assault. In this scenario, the majority of respondents, 45.3% (24 people), were aware of various forms of sexual violence. Meanwhile, 54.7% (33 people) did not correctly identify activities that did not fall under the category of sexual violence, with 17% (9 people) choosing

forced abortion, 26.4% (14 people) choosing to display pornographic material/pornographic content, and 11.3% (6 people) selecting sexual bullying/intimidation. Interestingly, 14 responders to this question believed that exhibiting pornographic content was not a form of sexual assault. Academics may believe this misidentification is due to a lack of understanding of the various types of sexual violence. The graph for this question is shown below:

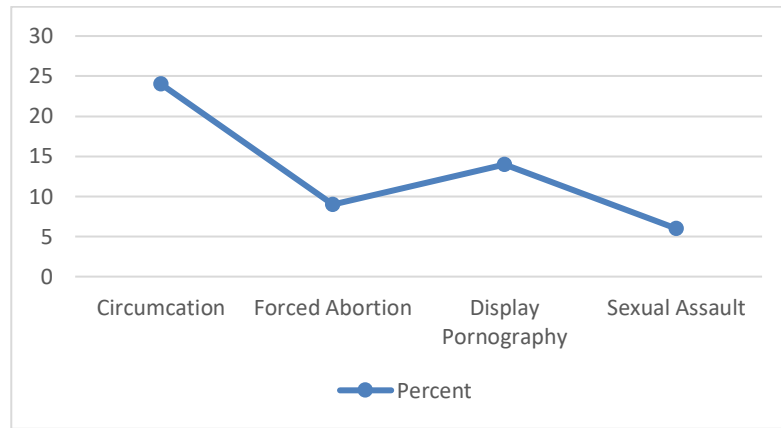


Figure 3. Respondents' answers related to things that did not include sexual violence

In the following question, researchers asked respondents to select many options (you may select all) to confirm their understanding of various forms of sexual violence. Surprisingly, not all responders selected all of the answers, as all of the options were types of sexual violence. According to the option graph for this topic, the most common sort of sexual violence is rape, with 92% of respondents (52 individuals) selecting it. Meanwhile, the lowest pick was Catcalling, with 39.3% (22 persons). It is possible that the majority of respondents did not understand what this phrase meant or did not think catcalling was a kind of sexual violence. Similarly, human trafficking was just 50% (28 persons), whereas physical exploitation was 66.1% (37 people). This option is pertinent to questions from the preceding questionnaire, in which a high proportion of respondents were unable to identify the categories of sexual violence correctly. These results suggest that the majority of respondents have not received adequate socialisation regarding sexual violence in the UIN Sunan Ampel Surabaya environment. The graph depicting the outcomes of this question is as follows.

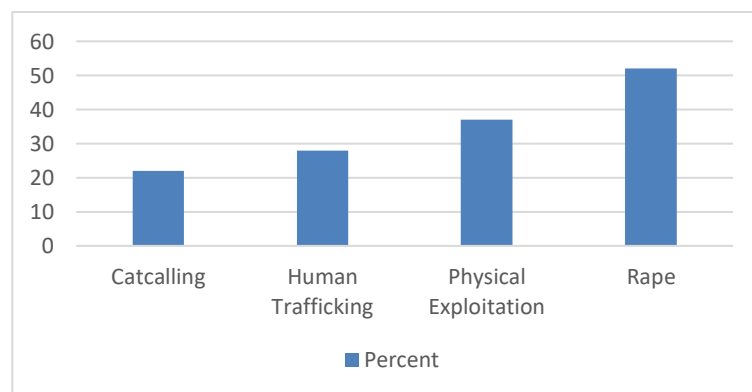


Figure 4. Respondents' answers related to things that constitute forms of sexual violence

Responding to the campus inhabitants at UIN Sunan Ampel Surabaya's awareness of detecting sexual violence, both physical and non-physical, which is still low, as

evidenced by the data above, together with stakeholders, researchers, and the team they are programming.

Capacity Building Gender Mainstreaming in UIN Sunan Ampel Surabaya

1. Strengthening internal policy aspects

This strengthening program intends to encourage university administrators to control and evaluate the application of the code of ethics to prevent code of ethics infractions among students, particularly those that can lead to sexual violence on campus. Among these are the installation of a curfew for campus activities, the prohibition of student academic consultations with professors outside of campus and working hours, and the surveillance of activities at the basecamps or offices of intra-campus organisations. Furthermore, the strengthening program in question aims to serve as a platform for collecting complaints of alleged code of ethics violations, handling and following up on such allegations in accordance with applicable regulations, reporting suspected medium- to severe-level violations to the ethics commission, and submitting accountability reports. They are fulfilling obligations on behalf of the Chancellor. Next, researchers recommend that policymakers, specifically the Chancellor of UIN Sunan Ampel Surabaya, develop explicit rules/guidelines to prevent and address sexual violence at UIN Sunan Ampel Surabaya. Unfortunately, when this study report was created, the Chancellor's policy on this issue had not yet been publicised. However, various university actions have contributed to this, including UIN Sunan Ampel Surabaya's declaration to become a gender-responsive campus.

2. Establishment of a task force for preventing and handling sexual violence

The task force was established to ensure a comprehensive and victim-centred approach in preventing and responding to sexual violence on campus. Rather than focusing on structural hierarchies, its function integrates legal, psychological, and spiritual support to create a balanced response system. The legal division ensures that every case follows due process and institutional regulations. The psychological team provides trauma-informed counselling and recovery assistance, while the spiritual support unit offers guidance consistent with Islamic values to help victims regain emotional and moral strength. Through this integrated model, the task force embodies UIN Sunan Ampel Surabaya's commitment to justice, compassion, and holistic well-being within an Islamic academic environment.

Training and Education (Gender Responsive Publication School)

UIN Sunan Ampel (UINSA) Surabaya organised a Gender Sensitisation and Publication School to help students enhance their understanding of publications and gender responsiveness in their studies. The event was attended by 162 people, including the Dean and Deputy Dean, the Director and Deputy Director, the Chairman and Secretary of SPI, the Chairman, Secretary, and Head of Center at the institution, the Head of Center/Unit, the Chief/Secretary, the Head of Study Program/Secretary of Study Program, Laboratory Director, the Coord/Sub Coord, the JFU on LPPM, and Dharma Wanita PBB from UINSA Surabaya.



Figure 5. Gender responsive publication school activities phase 1 2022

In this activity, Prof. Dr Zainul Hamdi, M.Ag., Deputy Chancellor 3 for Student Affairs and Cooperation, stated in his introductory remarks that PSGA would be directed to become an active leading sector in preventing potential sexual violence on campuses. As a result, the PSGA must serve as the ex officio chair of the Task Force on Sexual Violence Prevention. The professor highlighted the organisational framework: Inung, no bluffing, just a functioning structure.

"If a victim of sexual violence wants to report it, there must be a designated department they can approach. Who can they go to? If they need psychological counseling, there's a department that handles that. If there's legal assistance, there's a department that handles that. And this must reach all faculties. "If a victim of sexual abuse wishes to report it, there must be a field where they may do so. To whom? If you require psychological counselling, there is a field that handles it. If there is legal aid, there is a section for that." Moreover, it must reach all faculties," Prof. Inung continued, directing that gender responsive schools must eventually lead to a concrete step that we will take to prevent and ensure that if there are victims, they are handled well. No one will say it is not our responsibility (Nur, 2022).

As part of their collective commitment to creating a zero-tolerance environment for sexual violence at UIN Sunan Ampel Surabaya, all leadership components present read the Gender Responsive Campus Declaration jointly. This was followed by the signing of the Integrity Pact between the Faculty/Postgraduate/Unit Leaders and the Chancellor to establish a Gender-Responsive Campus, as well as the signing of a support banner.



Figure 6. Gender responsive publication school activities phase 2 2022



Figure 7. 2022 gender responsive campus declaration

The Gender Responsive Publication School activities, stages 1 and 2, demonstrate the dedication of stakeholders, particularly the PSGA, which is part of LP2M UIN Sunan Ampel Surabaya, to achieving gender mainstreaming through research and community empowerment. This activity also demonstrates how stakeholders at UIN Sunan Ampel Surabaya are working together to establish a gender-responsive social climate on campus while also committing to zero tolerance for sexual abuse. This determination is consistent with the mandate of the Republic of Indonesia's Ministry of Religion, as outlined in the Directorate General of Higher Education (*Direktorat Jenderal Pendidikan Tinggi/Dirjen Pendis*) Decree No. 5494 of 2019, concerning the Prevention and Management of sexual violence in Islamic religious higher education (*Perguruan Tinggi Keagamaan Islam/PTKI*). According to the mandate of this decision, every PTKI is required to prevent and respond to acts of sexual violence by socialising and facilitating several necessary instruments, such as regulatory policies derived from Decree No. 5494 of the Director General of Education, standard operating procedures, facilities and personnel who handle reporting and assistance, and funding. According to the decree, the PSGA assumes responsibility for driving in this circumstance.

Socialisation of Sexual Violence Prevention to Students

The Centre for Gender and Child Studies reached out to UINSA Surabaya through the Introduction to Academic Culture and Student Affairs (*Pengantar Budaya Akademik dan Kemahasiswaan/PBAK*) program to promote the prevention and management of sexual violence in higher education. The event was held simultaneously at two UINSA campuses: A. Yani and Gunung Anyar. Dr Lilik Huriyah, M.Pd.I, Head of the PSGA Centre at UINSA, and Dr Nabila Naely, MA, Head of the International Service Centre, aim to raise gender awareness and implement numerous rules addressing sexual violence in higher education. Lilik added that one technique to prevent sexual violence perpetrated by students is as stated in Article 8, paragraph (1) of Minister of Education and Culture Regulation Number 30 of 2021 on the Prevention and Handling of Sexual Violence in Higher Education. To prevent sexual violence, students should limit meetings with individual educators and educational staff outside the campus area, outside campus operational hours, and for purposes other than the learning process unless approved by the head/head of the study program or the head of the department, and take an active role in preventing sexual violence.

To translate the derivative Decree of the Director General of Education No. 5494 of 2019 concerning the prevention of sexual violence at PTKI and the Minister of Education and Culture Regulation No. 30 of 2021 concerning the prevention of sexual violence on campus, UIN Sunan Ampel established a sexual and violence prevention

task force and a forum for consultation and complaint. What is more important is to encourage PSGA to actively participate in creating a campus environment free of sexual violence by enacting policies that are friendly to victims while firm to perpetrators; assisting PSGA in providing assistance and recovery facilities for victims of sexual violence on campus; providing pocketbooks on sexual violence; and implementing gender-responsive schools.

This effort is carried out by creating a safe environment for victims of sexual violence. The PSGA UINSA oversees a task force team and a community focused on peer counsellors. In general, the first step in prevention is to grasp the same concepts and perspectives, which can be accomplished by having a pocketbook on sexual violence available at the university level. The second critical component is to provide victims with facilities, help, and recovery services. This works if there are enough facilities. A safe space where victims can report their experiences. Other institutions may include psychiatric, medical, and legal therapy teams for victims.

Initiatives to Establish a Zero-Tolerance Sexual Violence Policy

The implementation of PAR at UIN Sunan Ampel Surabaya, grounded in the social-ecological model, has yielded tangible outcomes such as the establishment of a Satgas PPKS and the "Zero Tolerance Sexual Violence Policy" declaration. These findings align with global literature on sexual violence prevention in higher education, where institutional commitment is pivotal for fostering safe environments (Adams-Clark et al., 2024; Bondestam & Lundqvist, 2020; Jessup-Anger et al., 2018; Mirazić & Duhaček, 2022; Soenarto-Putri et al., 2024). However, to fully appreciate the implications, it is essential to compare these results with theoretical frameworks and empirical studies from similar contexts.

At the individual level of the social-ecological model, our study revealed low awareness among campus members, with 61.4% experiencing verbal harassment and 52.3% physical harassment (Basile et al., 2016; Bronfenbrenner, 1981). These findings mirror those of Voth Schrag (2017), who reported a 20-25% prevalence among U.S. female students, often linked to psychological trauma and academic disruption. In the Islamic context, this underscores the need for education infused with Qur'anic principles of justice (e.g., Q.S. Al-Maidah: 8) (Shihab, 2016), extending Mutahhari (2011) ethics to preventive sexual curricula. Comparatively, a 2024 study by Chanifah et al. (2025) on East Java PTKIN found similar awareness gaps. Still, it highlighted successful interventions through *fiqh*-based sexuality education, reducing reported cases by 15% post-implementation. This suggests that UIN Sunan Ampel's gender education initiatives could be enhanced by integrating such modules, potentially amplifying impact beyond the 2021 baseline.

Moving to the relational and community levels, the formation of PSGA-led alliances and volunteer networks aligns with Basile et al. (2016) STOP SV framework, which emphasises bystander interventions and community norms. Our task force's role in handling cases parallels strategies employed by other PTKIN, such as UIN Mataram, where alliances with NGOs led to a 20% increase in reporting rates by 2024 (Fatchiya et al., 2025). However, these challenges, such as inconsistent leadership support at UIN Sunan Ampel, highlight systemic issues that hinder full efficacy (Bergeron et al., 2025; Eriksen et al., 2022; Fatchiya et al., 2025). By relating these to Foucault (1978) power dynamics in educational institutions, we argue that zero-tolerance declarations must disrupt patriarchal norms that are normalised on some Indonesian campuses.

At the societal level, our findings, as presented in this article, contribute to national regulations, such as Permendikbudristek No. 30/2021 and Kemenag Decree 5494/2019, while also revealing gaps in enforcement. A comparative study of two Surabaya universities (e.g., UINESA and UNAIR) by Chanifah et al. (2025) revealed stronger policy transfer through mandatory training, resulting in fewer unreported cases compared to PTKIN. This implies that UIN Sunan Ampel's Islamic-based approach, while innovative, could benefit from cross-institutional collaborations to address the 7,842 national cases reported in early 2024 (Fauzi et al., 2025; Wahid et al., 2023). These comparisons affirm that participatory strategies reduce risks and foster gender justice, extending social-ecological theory by embedding Islamic ethics —thus providing a blueprint for sustainable prevention in faith-based higher education.

According to our findings, several aspects must be addressed by stakeholders at UIN Sunan Ampel Surabaya to prevent sexual violence or effectively handle cases that occur, particularly victim assistance, including policy, education and training, case management, and support structure. As a result, the actions taken in this participatory research are 1) capacity building to encourage gender-responsive university policies; 2) socialisation of regulations related to sexual violence that apply in Indonesia and education through gender-responsive school publications; 3) providing infrastructure and establishing a task force that supports the creation of a campus environment safe from sexual violence; and 4) the UIN Sunan Ampel Surabaya Zero Tolerance Sexual Violence campaign conducted by online and offline meeting.

In this example, UIN Sunan Ampel Surabaya has previously tried specific modalities for preventing and dealing with sexual violence, especially using Islamic values. However, it is still in the early stages. A comprehensive plan is necessary to sustain this endeavour, with a focus on risk reduction and protection at all levels. Individual-focused prevention and protection cannot significantly influence large-scale events (Bellis, 2022). To create an environment conducive to preventing sexual violence at UIN Sunan Ampel Surabaya, all elements must be involved, including individuals (students, staff, and lecturers) on campus, relationships (family and social friends), communities (units from top to bottom, intra-organisation and extra-organisation), and society (external environment). Each element on campus is treated so that they might collaborate to form a social ecology with an Islamic foundation, which is the institutional heart of the institution, lowering the danger of sexual violence. Individuals must receive socialisation and appropriate sexual education according to established Islamic norms. Meanwhile, external factors such as friends, organisations, and communities are leveraged to contribute to the creation of a sexually safe campus environment to the best of their abilities (Levine, 2018; Riwanto et al., 2023). In the community aspect, strict and consistent regulations are critical to the strategy's success in preventing sexual violence utilising this Islamic-based social ecology model.

There are several recommendations for UIN Sunan Ampel Surabaya in creating sexual assault prevention programs utilising the social ecology model, including: The first stage is to create supportive infrastructure on campus, which includes organisational processes and structures, such as human resources, space, and supportive internal policies, that support the execution of sexual violence prevention techniques. The second stage involves engaging diverse audiences to avoid sexual violence. A diverse audience representing all aspects of the campus community will significantly impact the effectiveness of this method in terms of socialisation and preventative implementation. The campus lacks a uniform atmosphere. There are groups, large and small, with

varying memberships and capacities. As a result, participation from all groups is necessary. The third stage is to establish alliances to ensure the long-term viability of sexual assault prevention activities. Partners participating can be from within or outside the campus, including non-governmental organisations and relevant government authorities. The alliance aims to expand volunteer capacity, student group participation, and professional health services. The fourth stage is to assess efforts to prevent sexual violence periodically. Evaluation is an integral part of every program's implementation process. This stage seeks to determine a program's progress and identify areas for improvement. Evaluating the effectiveness of socialisation, practices, and regulations can help prevent sexual violence on campus. A participatory research framework from a multidisciplinary perspective can be employed to gather sufficient information on the benefits and drawbacks of each program area.

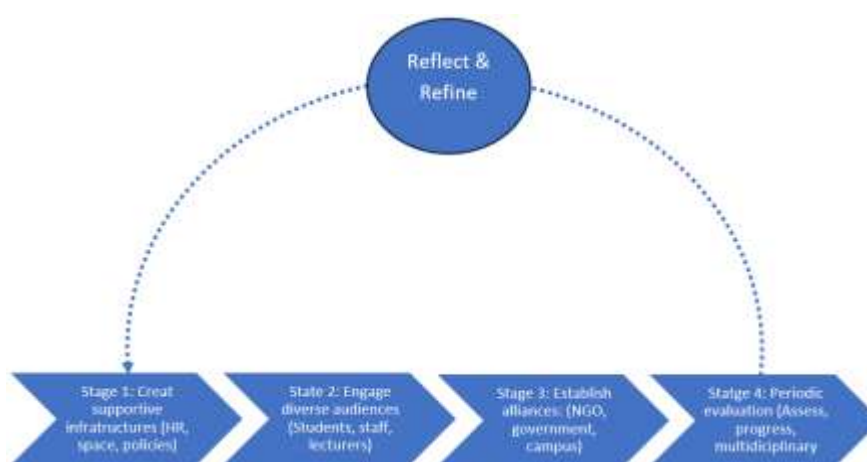


Figure 8. *Four-stage recommendations for sexual violence prevention at UIN Sunan Ampel*

IV. CONCLUSION

This participatory action research demonstrates that establishing a zero-tolerance sexual violence policy at UIN Sunan Ampel Surabaya, through an Islamic-based social-ecological model, yields a novel paradigm for gender justice in higher education. The core novelty lies in synthesising global prevention frameworks with Islamic ethics, resulting in heightened institutional commitment, as evidenced by the PSGA and the "Zero Tolerance Sexual Violence" declaration, which reduced underreporting tendencies observed in 2021 data. Unlike conventional approaches, this model empowers stakeholders at all ecological levels, fostering a culturally resonant ecosystem that prioritises victim justice and preventive mechanisms throughout the entire higher education curriculum at UIN Sunan Ampel Surabaya. These findings extend beyond UIN Sunan Ampel Surabaya, offering replicable strategies for other PTKIN amid rising national cases (7,842 in early 2024). Future research should evaluate long-term impacts, potentially integrating digital tools for broader outreach in Islamic universities.

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