

IMPLEMENTATION OF POLICIES FOR THE PREVENTION AND HANDLING OF SEXUAL VIOLENCE AT UNIVERSITY XYZ SUKABUMI

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Abstract

Sexual violence in higher education institutions is a serious issue that affects victims' mental health, well-being, and academic performance. Based on data from 2021 to 2024 from MoECRT, 310 cases of violence were reported, with sexual violence being the most prevalent, accounting for 49.7% of the total reports. In response, the government issued MoECRT Regulation Number 30 of 2021, which mandates the establishment of ToPH of Sexual Violence on every campus. University XYZ Sukabumi formed its ToPH on September 20, 2023. However, the implementation of this policy still faces various challenges. This study aims to analyze the implementation of the policy at University XYZ Sukabumi and identify the obstacles in its execution. The research adopts a descriptive qualitative approach, using data collection methods such as observation, in-depth interviews with key informants Vice Rector I, the head of the ToPH, and students at University XYZ Sukabumi, as well as documentation review. Grindle's (1980) policy implementation theory is used as the analytical framework, focusing on two dimensions: content of policy and context of implementation. The analysis reveals that the content of policy dimension remains suboptimal. Although there have been progressive efforts, such as the establishment of the ToPH and collaboration with professional partners, significant obstacles persist. These include a dependent decision-making structure, lack of specific guidelines, low capacity of program implementers, limited facilities and information, and benefits of the policy that have not been evenly felt by the target groups. Meanwhile, the context of implementation dimension shows that the success of the policy is hindered by weak structural commitment, a organizational culture, and a procedural approach that does not fully side with the victims. It can thus be concluded that the implementation of the policy on the prevention and handling of sexual violence has not yet been successful.

Keywords: sexual violence, University, implementation, policy, ToPH

INTRODUCTION

The tridarma as the main foundation for higher education institutions in Indonesia is often a point of focus within the campus environment. This naturally requires the active roles of lecturers and students as the primary drivers of national progress toward a better

future. According to Nurhadi et al. (2024:2), the role of educators is not limited to delivering instructional material but also includes mentoring to optimize students' potential. Meanwhile, students serve as future agents of change who are expected to integrate the knowledge they acquire for the benefit of society. The implementation of the tridarma within the campus environment contributes to the development of a high-quality generation that is valuable to the nation and the state.

The implementation of the tridarma requires higher education institutions to provide adequate facilities and ensure proper protection for every member of the academic community. However, the recent surge in reported cases of violence has caused concern and heightened awareness. The following is data on reported cases of violence from the Ministry of Education, Culture, Research, and Technology as of August 2024:

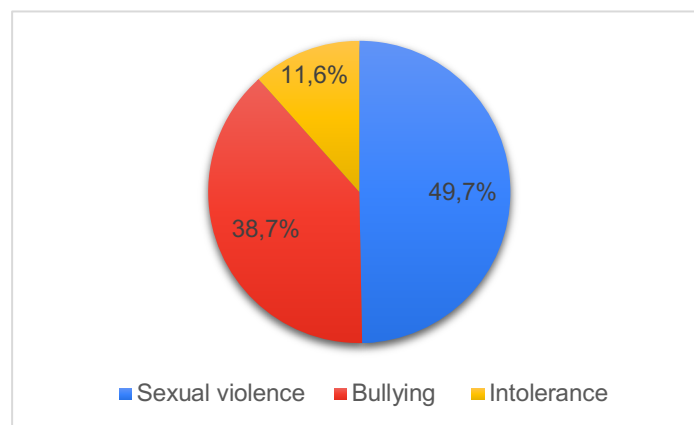


Figure 1. Report of Violence

Source: The Ministry of education, culture, research and technology (MoECRT)

From the image above, it is recorded that a total of 310 reports of violence were received by MoECRT, with sexual violence being the most prevalent type compared to other forms of violence. This is further supported by several cases of sexual violence that have occurred in higher education institutions, such as the case involving a high-ranking official at the University of Pancasila who was accused of sexually harassing an employee and was reported to the Metro Jaya Regional Police last January (BBC Indonesia, 2024). In 2023, another disturbing incident involved a student from the Informatics Engineering Department at UNESA who allegedly committed sexual harassment against a female student during the supervision of an orientation simulation for new students (Sanjaya & Firdaus, 2023).

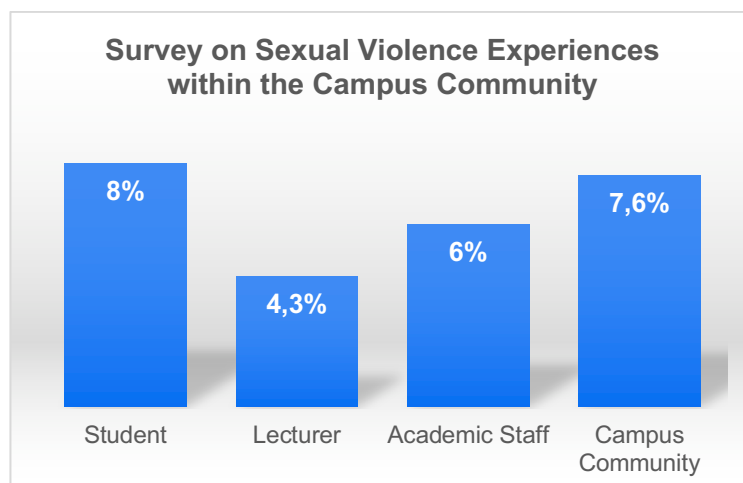


Figure 2. Survey on Sexual Violence Experience in University XYZ Sukabumi
Source: Task Force on The Prevention and handling (ToPH) of Sexual Violence University XYZ Sukabumi

A survey conducted on July 23, 2024, by one of the universities in Sukabumi involved 398 respondents from various professions, including students, lecturer, and other campus members. The survey aimed to gather information regarding experiences with 19 forms of sexual violence within the campus environment. The results revealed that students were the most frequent victims of sexual violence, accounting for 8%, indicating that they are the most vulnerable group. The most commonly experienced forms of sexual violence reported by respondents were verbal harassment and discrimination.

Based on this phenomenon, the issue has attracted the attention of the researcher, as creating a safe and inclusive campus environment requires examining the extent to which the policy on the prevention and handling of sexual violence has been implemented at a private university in Sukabumi. Therefore, the researcher has chosen the title: "Implementation of the Policy on the Prevention and Handling of Sexual Violence at University XYZ Sukabumi."

METHODOLOGY

In order to answer the research questions related to the extent of the implementation of the policy on the prevention and handling of sexual violence at University XYZ Sukabumi, the researcher employed a qualitative method with a descriptive approach to explore and describe complex social phenomena. To obtain research data, the researcher used various techniques, including observation, interviews, and documentation.

The data analysis used in this study follows the interactive model by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing (Miles, Huberman, and Saldaña 2014:20). The selection of data sources was carried out purposively and employed snowball sampling (Sugiyono 2022:210), in which the development of informants was adjusted according to the researcher's needs. The individuals interviewed are as follows:

Table 1. Research Agenda

Informan Code	Position	Reason	Interview Date
1	Vice Rector I University XYZ Sukabumi	Has direct responsibility ToPH University XYZ Sukabumi	June 18, 2025
2	Head of ToPH of Sexual Violence University XYZ Sukabumi	Have complete understanding implementation of prevention and handling of sexual violence in higher education	April 15, 2025
3	A student victim who reported the case to the Vice Rector I	Someone who can providing unique insight, such as the role of educational institution in preventing and handling cases	May 26, 2025
4	A student victim who reported the case to a lecturer		July 02, 2025

Source: Researchers, 2025

RESULTS AND DISCUSSION

This study aims to examine the extent of the implementation of the policy on the prevention and handling of sexual violence and to identify the obstacles in its execution at University XYZ Sukabumi. To understand the effectiveness of such a policy, it is essential to analyze various previous studies that address similar themes and phenomena. Therefore, a co-occurrence network analysis of keywords is used in this research to illustrate the relationships and connections between frequently co-occurring terms found in earlier studies. The following figure presents the keyword co-occurrence network generated using VOSviewer, based on journal searches with keywords related to sexual violence and higher education.

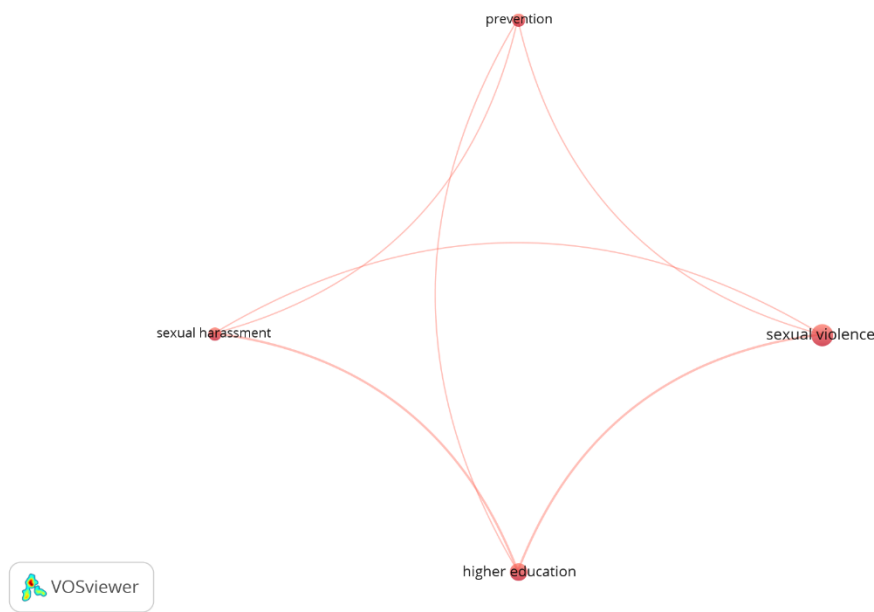


Figure 3. Keyword co-occurrence network
Source: Source: analysed by researchers using VOSviewer

Based on the results of the keyword co-occurrence analysis using VOSviewer software, it was found that terms such as “sexual violence,” “sexual harassment,” “higher education,” and “prevention” consistently appear together in various scientific publications discussing sexual violence in the context of higher education. This finding indicates a strong research focus on preventive efforts and the role of higher education institutions in addressing sexual violence. Thus, previous research has largely emphasized the importance of strengthening preventive policies on campus as part of institutional responsibility in creating a safe and inclusive learning environment.

This study presents a novelty by specifically highlighting the implementation of policy at University XYZ Sukabumi, offering a more localized focus compared to previous research. Additionally, this study adopts two dimensions from Merilee S. Grindle as a framework to assess the success of implementing the policy on the prevention and handling of sexual violence at University XYZ Sukabumi. These dimensions are: Content of Policy, which refers to the elements contained within the policy itself, and Context of Implementation, which refers to the implementation actors that influence how the policy on preventing and handling sexual violence is carried out at University XYZ Sukabumi. The analysis of these two dimensions provides a more comprehensive overview of the implementation process of the Policy on the Prevention and Handling of Sexual Violence at

University XYZ Sukabumi. The following are the research findings based on the two dimensions and indicator used in this study.

a. Dimension Content of Policy

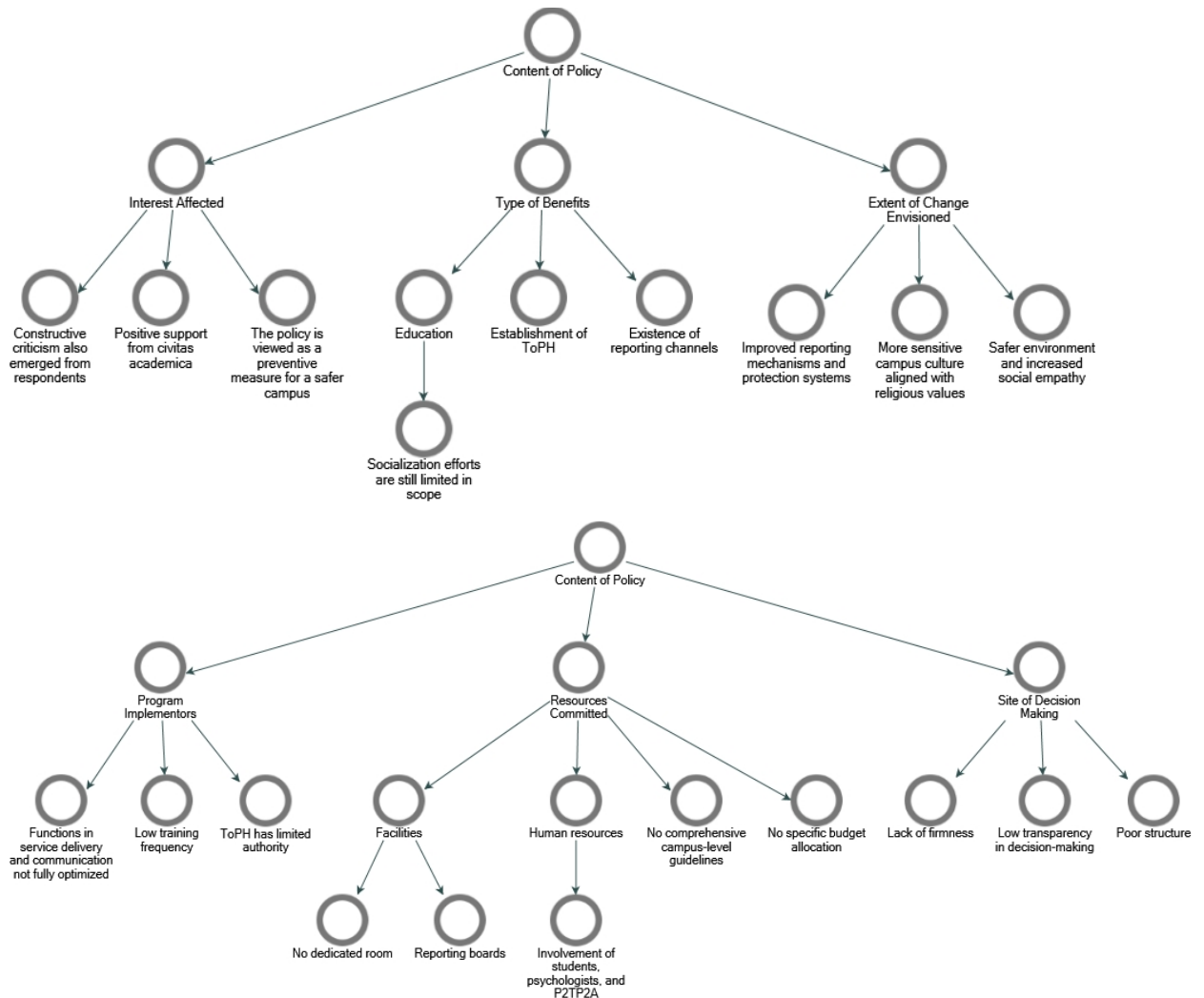


Figure 4. Data Analysis on The Dimension Context of Policy

Source: analysed by researchers using NVivo15

The figure 4 is a visualization of the results from qualitative data analysis using NVivo, focusing on the "Content of Policy" dimension from Merilee S. Grindle's policy implementation theory. This dimension is one of the two main components of Grindle's model and, in this context, is used to analyze the implementation of sexual violence prevention and response policies in higher education institutions. In the figure 4, the "Content of Policy" is broken down into six main indicators, each of which is further elaborated into nodes or subcategories based on findings from interviews, observations, and documentation. The explanation is as follows:

- Interest affected

In the context of public policy implementation, the interests affected indicator plays a significant role in determining the success of policy execution. According to Grindle (1980), implementation can be hindered when policies provoke resistance from groups who perceive that their values or interests are being threatened. Conversely, support from target groups can strengthen the legitimacy of a policy and facilitate its implementation.

At University XYZ Sukabumi, the groups directly impacted by the Sexual Violence Prevention and Handling Policy include students, lecturers, and academic staff. Research findings indicate a generally positive response toward the policy, particularly regarding the establishment of the Sexual Violence ToPH, which is viewed as a preventive measure to create a safer campus environment free from sexual violence. This suggests that the core values of the target groups such as safety and dignity have been accommodated by the policy.

However, despite normative support for the policy, its implementation has not yet fully reached all target groups. Constructive criticism raised by respondents and informants, especially regarding the limited dissemination of information and education about reporting mechanisms, indicates a gap between policy design and information access at the implementation level.

This condition reinforces the argument that managing affected interests should not end at recognizing support but must include effective, inclusive, and targeted communication strategies. The inability of the policy to reach the most vulnerable groups particularly victims of sexual violence demonstrates a weakness in its educational and protective functions. As a result, victims may be unable to fully benefit from the policy, which in turn undermines its effectiveness and institutional credibility.

In conclusion, the PPKS policy at University XYZ Sukabumi has received substantive support from the academic community, indicating that their fundamental interests have been considered in the policy. However, this support has not been matched by sufficient efforts to fulfill their right to information and access to services. This suggests that while the values of the target groups have been acknowledged, their interests have not been fully realized in practice. Therefore, improvements are needed in communication strategies, policy literacy, and the strengthening of reporting and protection systems to ensure that the policy is implemented effectively and inclusively.

- **Type of benefits**

One of the indicators in the content of policy dimension, as suggested by Grindle (1980), is the type of benefits received by target groups from policy implementation. In the context of the Prevention and Handling of Sexual Violence policy in higher education institutions, policy benefits are expected to be directly experienced by the academic community, including legal protection, increased awareness, and access to supportive services in handling sexual violence cases.

The implementation of the Sexual Violence Prevention and Handling policy at University XYZ Sukabumi provides key benefits in two main areas: institutional governance and education.

1. Strengthening Institutional Governance

The university has established a ToPH through Rector's Decree No. 1661/kep/LO/C/2023. This task force is responsible for managing reports, verifying evidence, and coordinating with university leadership. In collaboration with P2TP2A, the university has also conducted outreach programs to promote awareness of protection for women and children. However, the absence of a campus-level guideline hinders clear procedures for reporting and follow-up, limiting accessibility for victims.

2. Education and Awareness

Educational benefits include awareness campaigns during student orientation and collaborations with PGSD students for anti-violence campaigns. These efforts aim to promote a culture of safety and inclusivity. Training for Community Service Supervisors (DPL) also enhances faculty readiness in preventing and responding to sexual violence. Despite these initiatives, Informant 3 and 4 revealed outreach remains limited, and not all students are aware of the task force's role.

While the Sexual Violence Prevention and Handling policy has delivered initial benefits, such as task force formation, reporting systems, and educational programs, these have not been fully accessed by all target groups. Broader, sustained outreach is needed to ensure equitable impact and strengthen policy effectiveness.

- **Extent of change envisioned**

According to field findings, the extent of change envisioned indicator from Grindle's (1980) policy implementation framework refers to the degree to which a policy aims to create significant transformation in individual behavior, social values, institutional structures, and

prevailing norms. In the case of implementing the sexual violence prevention and handling policy at University XYZ Sukabumi, there is a strong expectation for comprehensive and sustainable change.

Interview data from Informant 1 and 2 show a significant aspiration for the target group students to develop critical awareness of actions categorized as sexual harassment. Strategies such as awareness campaigns, educational programs, and the integration of Islamic values are employed to influence individual behavior and reinforce ethical conduct within academic interactions. The university is also positioned as a moral safeguard, aiming to foster a safe and religious campus culture rooted in modesty, etiquette, and gender sensitivity based on religious principles.

Concrete measures such as improved campus lighting in vulnerable areas, academic guidance in appropriate settings, and encouragement to report cases indicate the policy's intent to modify the physical and social environment. Outreach and socialization efforts are not viewed as mere formalities but as strategic tools to reshape campus interaction culture and promote respect for individual rights.

However, despite 11 reported cases submitted to the ToPH, the existence of an iceberg phenomenon where most victims remain silent due to fear, confusion, or lack of protection reflects the gap between envisioned and actual change. Informant 3 and 4 revealed that procedural ambiguity, lack of firm disciplinary action (especially against faculty perpetrators), and insufficient follow-up measures weaken the credibility and impact of the policy.

Moreover, intended outcomes such as the development of social empathy, student solidarity, and behavioral deterrence for perpetrators remain at an early stage. Limited awareness of social boundaries and the definition of sexual harassment further hinders the realization of the envisioned transformation.

In summary, while the Sexual Violence Prevention and Handling policy at University XYZ Sukabumi holds strong potential to reshape campus norms and promote safety, its implementation must be strengthened. Enhancements in awareness campaigns, reporting clarity, and institutional responsiveness are vital to realize sustainable and inclusive change.

- Site of decision making

Based on the research findings, the implementation of the policy for the prevention and handling of sexual violence at University XYZ Sukabumi indicates that decision-making authority remains highly centralized and bureaucratic. This aligns with the site of decision

making indicator from Grindle's (1980) policy implementation theory, which emphasizes the importance of clarity regarding who holds decision-making power in both policy design and operational execution. In this case, strategic authority lies with the Rector and Vice Rector I, while the ToPH acts only as a technical executor without the mandate to make final decisions.

The policy follows a top-down implementation model, stemming from MoECRT regulation No. 30/2021. Although universities are given autonomy in execution, decision-making processes remain opaque and lack responsiveness to victims' needs. The absence of a detailed internal SOP at the university further exacerbates the issue, leaving no clear path for reporting, follow-up, or sanctioning, both for complainants and perpetrators.

Informant 1 and 2 that case handling relies heavily on physical evidence and a cautious approach to avoid defamation. Consequently, victims lacking strong evidence are often only offered psychological support rather than legal resolution, leading to dissatisfaction and a sense of vulnerability. Some victims reported avoiding their perpetrators rather than seeking justice due to a lack of protection and procedural clarity.

Furthermore, the limited dissemination of information about decision-making structures and processes impedes access to the reporting system. Informant 3 and 4, as one of the most vulnerable groups, often do not know whom to report to or how their cases will be handled. This lack of awareness undermines trust in the institution and perpetuates a culture of silence on campus.

In conclusion, despite the existence of policy and implementing structures, the effectiveness of implementation at University XYZ Sukabumi is hindered by a lack of firm, structured, and transparent decision-making mechanisms. Institutional strengthening through the development of clear internal SOPs is urgently needed to ensure justice and protection for victims.

- Program implementors

In Merilee S. Grindle's (1980) policy implementation framework, the program implementors indicator highlights the critical role of policy executors in ensuring effective policy delivery at the operational level. This indicator focuses on the implementors' technical competence, inter-agency coordination, and professionalism in serving the target groups. Findings from University XYZ Sukabumi indicate that while the institutional structure for implementation the ToPH has been formally established, its functional performance remains suboptimal.

The ToPH was officially formed through Rector's Decree No. 1661/kep/LO/C/2023 and comprises five members representing lecturers, administrative staff, and students. Structurally, the task force operates under the coordination of Vice Rector I and under the supervision of both the Rector and LLDIKTI Region IV. Its technical duties include prevention, education, and handling reports of sexual violence. In practice, strategic actors such as the ethics committee are involved in serious cases, reflecting a vertical coordination mechanism.

However, several challenges hinder the effectiveness of implementation. First, the capacity-building efforts for task force members are limited, with only one training session conducted annually. This frequency is insufficient given the sensitive and complex nature of sexual violence cases, which require responses that are legally sound, empathetic, and psychologically informed.

Second, although online socialization activities through LLDIKTI IV are in place, direct communication and outreach to students remain inadequate. Field data reveal that many students are unaware of the existence of the task force or the procedures for reporting, which weakens trust in the institutional response system and limits victims' access to support.

Third, the implementors have not fully performed their roles in public communication and providing inclusive services for victims. Some informants reported dissatisfaction due to the lack of follow-up on their complaints, even when reported to lecturers. This situation illustrates a gap between the formal structure and the actual quality of services provided, compounded by the task force's limited authority.

In conclusion, based on the program implementors indicator, it can be stated that while the policy implementation body has been formally established, its effectiveness is hampered by limited authority, infrequent training, weak public communication, and a lack of accessible procedures. Strengthening the task force's capacity, conducting regular training, and developing inclusive and victim-centered service protocols are essential to ensure implementors can carry out their roles professionally and effectively.

- Resource committed

In Merilee S. Grindle's (1980) policy implementation framework, the resources committed indicator refers to the adequacy of human, financial, physical, and institutional support systems provided to ensure effective policy implementation. Findings from University XYZ Sukabumi show that while efforts have been made to mobilize various types

of resources for the prevention and handling of sexual violence, these efforts remain insufficient and fragmented.

In terms of human resources, the university has established a ToPH of Sexual Violence, composed of lecturers, administrative staff, and students. The involvement of students reflects a participatory and inclusive approach, helping to bridge communication between potential victims and policy implementers. In terms of professional support, the university has collaborated with psychologists and partnered with external agencies such as PT2TP2A. This cross-sectoral cooperation helps in providing trauma-informed psychological assistance to victims, indicating an important institutional synergy.

However, regarding financial resources, no specific budget has been allocated for the implementation of this policy. Informants noted that minimal funding is internally arranged for urgent needs such as training and official travel. This lack of dedicated funding undermines the sustainability and effectiveness of prevention and response programs.

On the physical resources front, the university provides multiple reporting channels, including hotlines, email, Google Forms, and the “Vice Rector I Listens” feature via the LMS platform. This range of access points allows victims or witnesses to report cases according to their comfort and convenience. Educational information boards have also been installed in strategic campus locations to promote awareness.

Nonetheless, the lack of dedicated facilities particularly a secure and private room for victim interviews or support sessions remains a major concern. The temporary use of the Lazismu room near the campus mosque is not ideal and raises issues regarding confidentiality and comfort. This may deter victims from reporting their experiences or seeking help.

Moreover, the absence of a campus-specific Standard Operating Procedure (SOP) further weakens the institutional support system. While the university refers to MoECRT regulations No. 30/2021, it has not developed a more detailed internal guideline. This gap contributes to confusion among students about reporting mechanisms and leads to delays in case resolution and declining trust in the university’s response system.

In summary, according to the resources committed indicator, the implementation of sexual violence prevention and response policies at University XYZ Sukabumi remains incomplete. While basic structures such as personnel and reporting channels are in place, they are not supported by sufficient financial investment, adequate physical infrastructure, or comprehensive procedural guidelines. The university must prioritize improvements through

budget allocation, the provision of safe spaces, and the formulation of detailed SOPs to ensure systematic, professional, and victim-centered policy implementation.

b. Dimension Context of Implementation

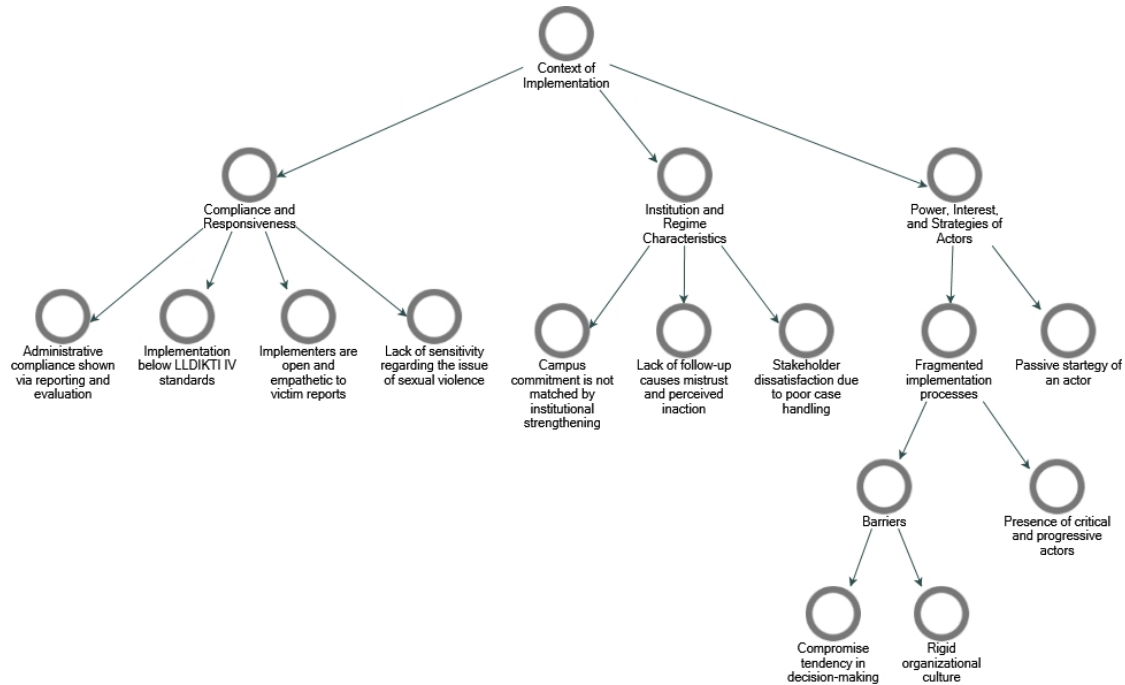


Figure 5. Data Analysis on The Dimension Context of Implementation

Source: analysed by researchers using NVivo15

The figure 5 is the result of qualitative data analysis using NVivo, focusing on the "Context of Implementation" dimension from Merilee S. Grindle's policy implementation theory. This dimension plays a crucial role in explaining how environmental conditions and the actors involved influence the success of policy implementation.

In the context of this study, the analysis was used to evaluate the implementation of policies for the prevention and handling of sexual violence in higher education institutions, highlighting three key indicators of this dimension. Each indicator is further broken down into sub-categories derived from interviews, observations, and documentation, as visualized in the NVivo node map. The following is an explanation of each indicator and the corresponding findings:

- Power, interest, and strategies of actors involved

In Merilee S. Grindle's (1980) policy implementation framework, the indicator power, interest, and strategies of actors involved refers to identifying influential stakeholders, their interests in the policy, and the strategies they use to influence implementation outcomes. Findings from University XYZ Sukabumi reveal the involvement of various

actors whose authority and interests often conflict, thereby influencing the overall effectiveness of the policy implementation.

Based on the interview with Informant 1, the university leadership claims to uphold neutrality in handling sexual violence cases by delegating decision-making authority to the Ethics Committee. This strategy is meant to ensure objectivity and fairness in internal legal proceedings. However, this separation of power also introduces fragmentation of responsibilities, which could slow down coordination and hinder the practical execution of decisions in the field.

Interview data from Informant 2 provides a more complex picture. While the ToPH of Sexual Violence is committed to taking firm action against perpetrators, they are constrained by an organizational culture that emphasizes loyalty to structural hierarchy. This creates a moral dilemma for implementers—whether to fully uphold justice for victims or comply with entrenched institutional norms. Such structural loyalty hinders transformative enforcement of the policy.

Informant 2 further warned that failure to impose clear sanctions on perpetrators risks normalizing sexual violence and fostering impunity. This would significantly weaken the educational and deterrent impact of the policy and diminish trust in the institution's commitment to justice.

This concern is echoed by Informant 4, who expressed skepticism about the university's seriousness in handling cases where the alleged perpetrator is a faculty member. In their experience, reporting a case to a lecturer resulted in no follow-up action, suggesting bias and lack of impartiality. The lack of effective preventive strategies and unequal access to justice further deepens the imbalance between victims and perpetrators.

From the victim's perspective, Informant 3 indicated that although there was no explicit intimidation, the perpetrator showed no remorse even after being summoned by the campus authority. This reflects the absence of a deterrent effect and undermines the sense of safety and trust victims should have in the reporting system.

Overall, the implementation is marked by passive strategies and compromised, fragmentation among actors, and conflicting values between justice and structural obedience. These conditions hinder policy effectiveness and perpetuate power imbalances. Institutional reforms and stronger pro-victim cultures are necessary to ensure that policies are implemented fairly and meaningfully.

- **Institution and regime characteristics**

In Merilee S. Grindle's policy implementation theory, the indicator institution and regime characteristics highlights the significance of institutional and leadership commitment in ensuring the effective execution of public policy. This factor includes how governing bodies demonstrate active roles in decision-making, resource allocation, and policy enforcement.

At University XYZ Sukabumi, institutional commitment has been formally demonstrated through the issuance of Rector's Decree No. 1661/kep/LO/C/2023, establishing the ToPH of Sexual Violence. According to Informant 1, this shows the university's initial acknowledgment of the need to provide a safe and violence-free learning environment. Informant 2 added that external pressure from LLDIKTI (Higher Education Service Institution), including the threat of financial or accreditation sanctions, has compelled universities to comply with national regulations.

However, the study's findings indicate a discrepancy between formal commitments and actual institutional support. While the university leadership appears proactive e.g., the Rector conducts regular monitoring and engages in discussions regarding reported cases some of the minimum institutional standards set by LLDIKTI, such as a dedicated reporting room, digital platforms, and well-disseminated socialization media, remain unmet.

Informant 2 acknowledged that although ToPH has integrated sexual violence issues into various academic activities, such as field supervisor training, the lack of clear internal SOPs and absence of private spaces for victims undermines the effectiveness and credibility of the policy. This highlights a critical gap between policy formalization and operational readiness.

From the victim's perspective, Informants 3 and 4 expressed disappointment due to the lack of clarity in reporting procedures, absence of secure spaces, and no follow-up communication, leading to a loss of trust in the university's commitment. Informant 4 even characterized the current implementation as more symbolic than substantive, suggesting that the policy exists more as compliance than as a transformative institutional agenda.

In conclusion, according to the "institution and regime characteristics" indicator, University XYZ Sukabumi has made notable structural efforts to align with national policy mandates. However, it still lacks substantive operational capacity, such as clear SOPs, adequate infrastructure, and transparent response mechanisms. To ensure meaningful and

survivor-centered policy implementation, the university must enhance institutional systems that guarantee trust, protection, and access to justice for victims.

- **Compliance and responsiveness**

The Compliance and Responsiveness indicator examines the extent to which policy actors adhere to established rules and how responsive they are in addressing issues during policy implementation. These aspects are critical to ensuring that policy enforcement is not merely procedural but substantively protects the rights of affected groups, particularly victims of sexual violence.

Findings from University XYZ Sukabumi indicate a level of formal compliance through the establishment of the ToPH of Sexual Violence and the conduct of regular evaluations. Informant 1 stated that monthly discussions and annual reporting by each unit serve as accountability mechanisms. University leaders, such as the Vice Rector I and Rector, are involved in overseeing implementation and analyzing survey results to guide improvements, particularly in outreach to academic staff.

However, substantive compliance remains insufficient. A key example is the lack of a dedicated safe room for victims, which is a standard requirement set by LLDIKTI Region IV. Informant 2 acknowledged that limited infrastructure has forced the task force to use temporary or shared spaces, which do not ensure privacy or emotional security for victims. This shortfall directly affects the perceived credibility and effectiveness of the institutional response.

On responsiveness, the university has created reporting channels and is willing to listen to victims. Informant 3 shared that she was treated with empathy during the reporting process. Nevertheless, the institution did not provide transparent updates regarding case progress, and there was no follow-up monitoring of the perpetrator's behavior. This suggests that responsiveness is still partial and lacks a sustainable support framework.

Moreover, the institution tends to hesitate in handling reports without strong physical evidence, as noted by Informant 2. This cautious approach, though understandable to prevent false accusations, may hinder justice in sexual violence cases that often lack visible evidence due to their private and non-witnessed nature. A public discussion attended by the researcher and Komnas Perempuan emphasized that psychological assessments or victim testimonies can suffice as legal evidence, advocating for a more survivor-centered approach.

Another critical issue is the lack of awareness and sensitivity among some lecturers. Informant 4 described how her attempt to share her experience with a faculty member was

trivialized as a joke, and another suggested she forgive the perpetrator. Such responses reflect a lack of empathy, undermine the seriousness of sexual violence, and discourage victims from seeking help.

In conclusion, the compliance and responsiveness of University XYZ Sukabumi in implementing the sexual violence prevention policy are largely administrative. While evaluation and reporting mechanisms are in place, they are not yet matched by adequate facilities, empathetic culture, or survivor-centered protocols. There is a pressing need to train faculty on gender sensitivity, adopt a victim-centered response model, and enhance institutional SOPs to ensure both compliance and meaningful, responsive implementation.

CONCLUSION

Based on the analysis of the implementation of the Sexual Violence Prevention and Handling Policy at University XYZ Sukabumi using Grindle's theory, it can be concluded that the policy has not been fully implemented effectively. In the content of policy dimension, although there have been initial efforts such as the establishment of the ToPH of Sexual Violence and collaboration with professional partners, several obstacles remain, including limited facilities, lack of specific guidelines, and low capacity and coordination among policy implementers. Meanwhile, in the context of implementation dimension, the implementation faces challenges due to weak structural commitment, an organizational culture that does not yet side with victims, and a procedural approach that lacks inclusivity.

RECOMMENDATIONS

To enhance the effectiveness of the Sexual Violence Prevention and Handling policy at University XYZ Sukabumi, institutional infrastructure must be strengthened by providing safe spaces for survivors in accordance with LLDIKTI IV standards and allocating adequate financial resources. The development of detailed and context SOPs is essential to ensure clarity in reporting mechanisms and case handling. Moreover, ongoing and inclusive educational campaigns are needed to ensure that reporting procedures are well understood by all target groups, especially students. The organizational culture should be reoriented to be more victim-centered by fostering the moral courage of implementers to take firm actions against perpetrators. Finally, improving transparency and accountability through post-report monitoring and clear feedback to survivors will help restore trust in institutional systems and ensure a more just and responsive long-term protection framework.

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