



Digital Transformation In Handling Sexual Violence In Higher Education Institutions

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Abstract: This study aims to analyze the implementation of digital transformation in addressing sexual violence cases within higher education institutions by emphasizing the role of protection and assistance task forces through a feminist policy perspective. The research employed a descriptive qualitative method with data collection techniques including in-depth interviews, observations, and document reviews. The data were analyzed using a thematic approach to identify patterns, challenges, and opportunities for strengthening digital-based reporting and assistance mechanisms. The findings indicate that the existence of digital reporting systems contributes to improved accessibility and confidentiality for victims, yet still faces obstacles in terms of outreach, human resources, and technological sustainability. The role of the task force is proven to be crucial in ensuring victim-centered assistance, although capacity building and institutional support remain necessary for optimal system performance. Overall, digital transformation has the potential to serve as a strategic instrument in creating a safe, just, and responsive college environment for victims.

Keyword: Digital Transformation, Sexual Violence, Feminist Policy, Task Force, Higher Education.

INTRODUCTION

Sexual violence in higher education institutions is a complex social phenomenon, as it not only has a direct impact on the physical and psychological condition of victims, but also erodes the principles of justice, security, and equality in the implementation of education. Victims often experience prolonged trauma, social stigma, and loss of their right to a supportive academic environment. Higher education institutions, as intellectual spaces, should be safe places, but reality shows that power hierarchies, unequal gender relations, and patriarchal culture are still factors that enable sexual violence to occur (Faturani, 2022; Hannan, 2022). In the Indonesian context, the government has issued Minister of Education, Culture, Research, and Technology Regulation No. 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Institutions, which in Article 5 emphasizes the obligation of higher education institutions to provide safe, confidential reporting and assistance mechanisms

confidential, and victim-centered reporting and assistance mechanisms (Faturani, 2022). However, the implementation of this regulation still faces serious challenges in the field.

Feminist theory is a crucial conceptual framework in this study because it emphasizes the importance of listening to the voices of victims, critiquing unequal power relations, and promoting policies that favor vulnerable groups. In this case, feminist policy is understood as an approach that focuses on the experiences of victims as the center of analysis and the starting point for policy formulation (Keisha, 2024). This theory reinforces the analysis that without structural change, legal and administrative mechanisms will not be sufficient to prevent sexual violence. On the other hand, digital transformation theory is relevant to explain how technological innovations can change the governance of reporting and victim assistance, thereby creating faster, safer, and more efficient mechanisms (Wulandari, Handayani, & Jamal, 2024). The combination of these two theories underpins the argument that victim protection requires synergy between gender-responsive policies and the use of digital technology.

The urgency of this research is even stronger when linked to the results of previous studies. Firdiansyah et al., (2022) dan Irwan & Djanggih, (2022) argue that despite national regulations, some universities do not yet have adequate online reporting systems, so victims often face obstacles in reporting. The use of digital platforms that guarantee identity confidentiality and reduce direct contact with perpetrators or higher education institutions will encourage victims to report (Saputra et al., 2025). However, these studies are still general in nature and have not highlighted how special task forces in higher education institutions can utilize digital technology within a feminist policy framework. Thus, a research gap exists that needs to be addressed to enrich the academic discourse and provide practical contributions.

The problem-solving plan in this study focuses on the development and evaluation of digital-based reporting and victim assistance mechanisms managed by the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS). This approach is considered relevant because it combines the normative aspects of policy with the technical aspects of digital innovation. Problem-solving is carried out through descriptive qualitative analysis using thematic methods to explore the experiences of victims, assess the effectiveness of reporting mechanisms, and identify obstacles faced by the Task Force in practice (Larasati, Putri, & Asmarani, 2025). From a regulatory perspective, the analysis does not stop at the existence of regulations, but examines how Article 5 of the Minister of Education, Culture, Research, and Technology Regulation Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Interacts with the needs of victims and the ability of educational institutions to provide effective digital channels.

The novelty of this research lies in the integration of a feminist approach with digital transformation in the context of the PPKS Task Force. Previously, most studies focused on regulatory or technological aspects separately. This study offers a new method in the form of a theme-based qualitative evaluation that links the experiences of victims with the effectiveness of digital reporting systems. Thus, the contribution of this study is not only theoretical in expanding the discourse on feminist policy, but also practical in providing implementable recommendations to universities. The impact is expected to strengthen the development of legal science, gender studies, and educational technology management.

A review of relevant literature shows varying research results. For example, research by Halim et al., (2025) emphasizes the importance of a feminist perspective in higher education policy to prevent gender-based violence, power relations, and patriarchal culture, while a study by (Lawler & Boxall, 2024) found that digital platforms have the potential to reduce barriers to reporting. Therefore, digitization is necessary. However, some universities do not yet have or have minimal socialization regarding the digital channels that have been developed. This shows that even though digital technology has been used, there has been no research that explicitly examines the relationship between the role of the PPKS Task Force, feminist policies,

and digital reporting mechanisms. This is the state of the art of this research, which emphasizes the differences as well as new contributions to academic literature.

The purpose of this study is to assess the extent to which digital transformation can strengthen the role of the PPKS Task Force in handling sexual violence in higher education institutions, analyze the factors that influence the effectiveness of digital reporting systems, and formulate policy recommendations based on a feminist perspective. With these objectives in mind, this study developed an initial hypothesis that the use of digital channels that favor victims, if managed consistently by the Task Force with the support of institutional policies, will increase victims' confidence to report and accelerate the assistance process.

Based on this description, the focus of this study is formulated in the main questions: how can digital transformation strengthen the role of the PPKS Task Force in handling sexual violence in higher education institutions, what factors influence the effectiveness of the use of digital reporting systems, and to what extent can a feminist policy approach ensure that the experiences of victims are central to the formulation and implementation of higher education policies? These questions will be answered through the analysis of the results and the discussion of this study.

METHOD

This study uses a descriptive qualitative approach because the issues under review are closely related to the experiences of victims, institutional processes, and policy implementation dynamics, which are best analyzed through contextual and in-depth understanding. Qualitative research is a type of research that does not use numbers or statistics (Heliany, 2019). The descriptive qualitative research method is a research method that describes in detail the theories or aspects that support it based on previous research (Windiyastuti, 2024).

The scope of the research focused on the implementation of digital transformation in handling sexual violence in higher education, particularly on the role of the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS) in providing reporting and victim assistance services. The research objects are the digital reporting mechanisms designed and implemented by universities, and the assistance process organized by the Satgas PPKS.

To clarify the direction of the research, the description of the research focus is determined by three main points: first, the effectiveness of digital transformation in expanding access and maintaining the confidentiality of victims; second, the supporting and inhibiting factors experienced by the Satgas PPKS in utilizing digital systems; and third, the extent to which feminist policy approaches are reflected in digital-based assistance practices.

The research was conducted at several universities in the Jakarta area that have formed PPKS Task Forces and have begun to develop digital reporting systems. The research population included members of the PPKS Task Force, lecturers, educational staff, and students who are directly involved in the issue of preventing and handling sexual violence. From this population, key informants were selected, consisting of the chair and members of the PPKS Task Force, digital reporting system administrators, and a number of students who had used or were familiar with the reporting mechanism. Informants were selected using purposive sampling, which involves selecting individuals who are considered to be most knowledgeable about the research subject.

The main research material was primary data obtained through direct interaction with informants, while the main research tools were in-depth interview guidelines and observation sheets designed according to the research focus (Prandika & Laela, 2022).. In addition, the study also utilized official documents such as university regulations, PPKS Task Force performance reports, and government regulations related to the prevention and handling of sexual violence.

Data collection techniques were carried out in three ways, namely: (1) in-depth interviews with key informants to explore their experiences, views, and obstacles encountered; (2) limited participatory observation of the digital reporting system and PPKS Task Force activities; and (3) documentation studies of relevant regulations, reports, and administrative data.

The data obtained was then analyzed using thematic analysis. The analysis stages included transcription of interview data, initial coding, theme identification, and thematic interpretation to see the relationship between the experiences of victims, the effectiveness of the digital system, and the role of the PPKS Task Force. The analysis was conducted iteratively by comparing data between informants and linking it to feminist theory and applicable regulations, particularly Article 5 of Permendikbudristek Number 30 of 2021, which emphasizes the obligation of higher education institutions to provide reporting and assistance mechanisms.

Through this method, the study is expected to produce a comprehensive picture of digital transformation practices in handling sexual violence, while contributing to the development of feminist policy models that are more responsive to victims' needs.

RESULTS AND DISCUSSION

This study found that the implementation of a digital reporting system in Jakarta universities has brought about significant changes in access to reporting cases of sexual violence. Before the online channel existed, victims often encountered administrative and bureaucratic obstacles that prevented reports from being handled immediately. With the technology-based system, victims can access complaint forms quickly and relatively more safely. This transformation marks a shift in how universities respond to sensitive issues, while also providing initial evidence that technology can play a significant role in protecting victims' rights.

However, the study also revealed a dilemma regarding confidentiality and personal data security. Some victims were hesitant to use the digital system for fear that their identities would be leaked, leading to further risks such as stigma or intimidation. These concerns reveal a gap between the legal norms outlined in Article 5 of the Minister of Education, Culture, Research, and Technology Regulation Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Institutions, which emphasizes the confidentiality of reporters, and the actual conditions in the field. This shows that the application of technology has not fully addressed the need for victim protection (Faturani, 2022).

The role of the PPKS Task Force is a key element in bridging digital reporting with concrete action. The task force serves as the front line, ensuring that reports do not stop at the system but are immediately followed up through psychological counseling, legal advocacy, and administrative resolution (Wulandari et al., 2024). Interviews with several Task Force members revealed serious efforts to integrate digital reports with face-to-face services. This success shows that technology will only be effective if supported by committed institutional actors.

However, the Task Force also faces capacity constraints, particularly in terms of human resources and technological expertise (Bustaman & Machmud, 2025; Suryantoro, 2024). Most members have not received specific training on digital system management, so the report verification process often takes longer than expected. These limitations indicate that digital transformation requires institutional support in the form of training, recruitment of professionals, and adequate funding.

In terms of socialization, the study found that many students are still unaware of the existence of digital channels for reporting. The lack of a communication strategy has resulted in this system not being utilized optimally (Bustaman & Machmud, 2025). This situation

confirms that technology does not automatically create change if it is not accompanied by systematic efforts to introduce it and build user trust. Thus, socialization is an important factor that determines the success of digital transformation.

In addition to technical and socialization factors, this study found cultural barriers that also contribute to the low utilization of digital systems. Patriarchal norms, shame, and power relations between lecturers and students make victims reluctant to report, even when digital means are available (Faturani, 2022; Hannan, 2022). This phenomenon confirms the relevance of feminist theory, which emphasizes the importance of changing power relations and listening to victims' experiences as the basis for policy making (Keisha, 2024).

A comparison with international studies shows a significant gap. Digital reporting systems can increase the number of complaints due to strong confidentiality guarantees and integration with professional counseling services (Sari, 2024). In some universities, the system is still experimental and not yet fully integrated. This shows the need to develop models that are appropriate to the social, cultural, and legal conditions in the country.

This study also found that the success of digital reporting is highly dependent on the support of university leaders. Several cases show that reports submitted through digital systems did not receive serious follow-up due to a lack of attention from management. This situation shows that institutional policies and the commitment of university leaders are determining factors in ensuring the sustainability of digital transformation.

In addition to leadership support, the sustainability of technology is also a challenge. Digital reporting systems require regular software updates, server maintenance, and security feature upgrades (Supriyono, Fermayani, Widiyastuti, Purwantini, & Marpaung, 2024). Without a long-term funding commitment, the platform has the potential to become obsolete and unable to be used to its full potential. Therefore, this study emphasizes the need for budget policies that are oriented towards the sustainability of digital services.

Another interesting finding is the role of students in promoting the effectiveness of the reporting system. Some student organizations have taken the initiative to conduct awareness campaigns regarding the existence of digital channels. These efforts show that student participation can strengthen the Task Force's work while encouraging a change in college culture that is more open to the issue of sexual violence (Halim et al., 2025). This shows that digital transformation is not only a structural matter but can also be strengthened through cultural movements at the grassroots level.

From a feminist theory perspective, this study emphasizes the importance of an approach that places victims at the center of policy. Digital systems should not be viewed merely as technical tools, but rather as safe spaces for victims to voice their experiences (Keisha, 2024).. Thus, platform design must take into account language, appearance, and user-friendly support features. The feminist approach helps remind us that technology must be sensitive to the needs of victims, not merely fulfill administrative obligations.

Thematic analysis also shows that victims who use digital systems tend to feel more empowered because they can control the reporting process. They can choose the time, method, and level of confidentiality of the information provided. This sense of control contributes positively to the psychological recovery of victims. These findings are in line with empowerment theory, which emphasizes that self-control is an important factor in the trauma recovery process (Hamdanah & Surawan, 2022).

However, some victims still feel that the digital reporting process is too rigid and bureaucratic. For example, some platforms require reporters to fill out long forms with legal terms that are difficult to understand. This condition has the potential to create new barriers for victims who are in a vulnerable psychological state. Therefore, the study recommends that platforms be designed with simple and user-friendly language.

The discussion also shows that the success of digital systems cannot be separated from consistent regulatory support. Article 5 of Permendikbudristek 30/2021 emphasizes the obligation of universities to provide a safe reporting mechanism, but does not specify the technical standards for its implementation (Faturani, 2022). This lack of standards has led to each university implementing different models, resulting in uneven quality of protection for victims. This emphasizes the need for clearer national technical guidelines.

The results of this study enrich the state of the art by showing that the integration of feminist policies and digital transformation is a new approach that has not been widely studied in Indonesia. Most previous studies have emphasized regulatory aspects or the psychological aspects of victims, while this study presents a holistic analysis involving the role of the Task Force, technological systems, and the cultural context of higher education. This novelty is an important contribution to the development of legal science, gender studies, and educational technology management.

In practical terms, this study suggests that every university needs to place digital transformation as part of its institutional strategy, not just a temporary project. The success of the reporting system depends not only on the quality of technology but also on the institution's commitment to creating a culture that is safe, fair, and supportive of victims (Wulandari et al., 2024).. Therefore, university policies must prioritize sexual violence as a strategic issue, on par with academic and research programs.

These findings also have theoretical implications that technology is not neutral. Digital platforms can strengthen or weaken victim protection, depending on how they are designed and operated. Using a feminist perspective, this study emphasizes that technology should be viewed as a political instrument that can amplify victims' voices and reduce gender inequality in higher education settings.

Thus, the results of this study provide answers to the research questions posed. Digital transformation is indeed capable of expanding access to reporting, but its effectiveness is highly dependent on data security, task force capacity, leadership support, and changes in higher education culture. These supporting and inhibiting factors are crucial in determining the extent to which digital systems can effectively protect victims. Furthermore, the feminist policy approach has proven to provide a strong conceptual foundation for ensuring that the experiences of victims are central to the formulation and implementation of higher education policies.

CONCLUSION

This study shows that digital transformation plays an important role in expanding access to reporting and strengthening mechanisms for assisting victims of sexual violence in higher education institutions. The presence of an online reporting system provides a safe space for victims to share their experiences more quickly, flexibly, and with a higher level of confidentiality. However, the effectiveness of this system is not yet optimal due to technical constraints, limited human resources, low awareness, and cultural barriers that make some victims reluctant to use digital channels.

The role of the PPKS Task Force has proven to be a key factor in ensuring that digital reports are followed up with real assistance. The success of digital transformation is greatly influenced by the capacity of the Task Force, institutional support, and the commitment of university leaders to provide guarantees for the protection of victims. The feminist policy approach in this study emphasizes that the reporting system must be designed with the needs of victims in mind, not merely to fulfill administrative obligations.

Thus, the research questions regarding the effectiveness of digital transformation, supporting and inhibiting factors, and the relevance of feminist policy have been answered. Digital transformation has the potential to be a strategic instrument in creating a safe, fair, and

responsive university environment, provided that it is accompanied by strengthening the capacity of the Task Force, protecting data confidentiality, massive socialization, and consistent regulatory support.

SUGGESTIONS

Based on the results of the study, universities are advised to strengthen their digital reporting systems with stricter data confidentiality guarantees and user-friendly platform designs. These efforts need to be complemented by intensive outreach to the entire academic community so that the system is fully understood, trusted, and used optimally by victims and witnesses.

The PPKS Task Force, as the spearhead of sexual violence handling, needs to be given special training related to technology management, psychological counseling, and legal advocacy. This capacity building must be accompanied by adequate resource support, both in terms of the number of members and budget, so that the Task Force can carry out its mandate sustainably.

The government, through the Ministry of Education, Culture, Research, and Technology, should develop more detailed national technical guidelines regarding digital reporting system standards in higher education institutions. These guidelines are important to ensure uniformity in victim protection standards, as well as to serve as a reference in the evaluation and accreditation of higher education institutions.

In addition, closer collaboration needs to be established between universities, student organizations, and civil society institutions to encourage a change in university culture that is more open to the issue of sexual violence. This approach will help reduce stigma, strengthen collective awareness, and create an ecosystem that is truly safe for the entire academic community.

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