



JLPH: Journal of Law, Politic and Humanities

E-ISSN: 2962-2816
P-ISSN: 2747-1985<https://dinastires.org/JLPH> dinasti.info@gmail.com +62 811 7404 455DOI: <https://doi.org/10.38035/jlph.v6i5>
<https://creativecommons.org/licenses/by/4.0/>

Transparency in Educational Institutions as the Key to Successfully Addressing Sexual Violence Crimes in Higher Education

Aprilia Hana Pratiwi¹, Hwian Christianto^{2*}, Tiara Prameswari³¹Universitas Surabaya, Surabaya, Indonesia, Apriliahana10pr@gmail.com²Universitas Surabaya, Surabaya, Indonesia, hw_christianto@staff.ubaya.ac.id³Universitas Surabaya, Surabaya, Indonesia, prameswaritara5@gmail.com*Corresponding Author: hw_christianto@staff.ubaya.ac.id

Abstract: Sexual Violence is considered a disgrace for Education Units. Protective steps to protect the good name of educational units are also carried out in various ways so that they make cases of sexual violence unresolved and tend to experience repeated. Normative juridical research methods review the regulation of legal provisions in Law No. 12 of 2022 concerning Criminal Acts of Sexual Violence and Permendikbud 30/2021 on the one hand is associated with Higher Education policies on the other hand showing the inconsistency of Universities when handling cases of sexual violence. Research shows that universities that cover up sexual violence actually show inconsistencies in handling sexual violence. Ironically, efforts to cover up disgrace actually make the trust of the academic community and the community disappear to universities. Acts of sexual violence raise important legal issues, the importance of learning human dignity and dignity is not an object of sexual satisfaction.

Keyword: College, Policy, Sexual Violence.

INTRODUCTION

Education is the process of preparing students through guidance, instruction, and/or training to fulfill their future roles. Education can optimally develop one's innate talents within the scope of individual nature, so that everyone can participate in the development of humanity and society toward a higher standard of life with dignity. Education is an inseparable element of a person, as every stage of life requires education to develop more fully. From the womb through adulthood and into old age, this journey unfolds through the process of education. Education is the path that guides humanity in determining the direction, purpose, and meaning of life.

Higher education serves as a platform to prepare a society with high-level academic and professional capabilities, enabling the creation and development of science, technology, and the arts to enhance human well-being and national development. Education is not limited to the transfer of knowledge alone but also functions to develop skills, shape character, and enlighten the nation's way of life.

Higher education is the level of education following secondary education, encompassing diploma, bachelor's, master's, specialist, and doctoral programs conducted by higher education institutions. This is regulated under Article 19(1) of Law No. 20 of 2003. Higher education also has objectives stipulated in Article 5 of Law No. 12 of 2012, namely:

- a. To foster the potential of students so they become individuals who are faithful and devout to the One and Only God, possess noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent, and culturally aware for the benefit of the nation.
- b. Producing graduates who master branches of science and/or technology to meet national interests and enhance the nation's competitiveness.
- c. Generating science and technology through research that incorporates and applies humanistic values to benefit national progress, as well as the advancement of civilization and the well-being of humanity.
- d. The realization of community service grounded in reasoning and research that contributes to advancing the general welfare and enriching the nation's way of life.

Higher education is typically conducted in the form of academies, colleges, polytechnics, universities, and institutes, collectively referred to as higher education institutions. Higher education institutions play a crucial role in nurturing young generations of character and potential; therefore, they are highly influential in shaping the next generation as they enter an era of globalization marked by healthy, high-quality competition. Article 1, Paragraph (2) of Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 30 of 2021 on the Prevention and Handling of Sexual Violence in Higher Education Institutions states that a higher education institution is an educational unit that provides higher education. However, the implementation of higher education faces serious challenges regarding sexual violence.

In Indonesia today, there are still numerous criminal offenses occurring within higher education institutions, one of which is sexual harassment. Incidents of sexual harassment and bullying within these institutions often involve students currently pursuing higher education as their victims. Data collected throughout 2021 recorded a number of cases of violence in educational institutions, ranging from elementary schools to universities. A total of 213 cases of violence in educational institutions were reported to service agencies, and 12 complaints were filed with the National Commission on Violence Against Women (Komnas Perempuan) regarding violence in educational institutions, including sexual violence. In essence, faculty members are figures who are obligated to guide students and serve as their protectors. Ironically, it is these very faculty members who are trusted to commit acts of sexual violence. As reported by Tempo.Co, the following are cases of sexual violence at universities in Indonesia. The first case: In early November 2021, the Instagram account of the International Relations Student Corps at the University of Riau (Komahi Unri) posted a video containing a confession from a female student who was harassed by the Dean of the Faculty of Social and Political Sciences (FISIP). During a thesis guidance session, the perpetrator allegedly forced a kiss on the victim's cheek and forehead. He even attempted to kiss her on the lips, but the victim resisted. The perpetrator has now been named a suspect. The second case involves a lecturer at the Faculty of Teacher Training and Education (FKIP) at Unsri who is suspected of harassing several of his female students. This case began with an anonymous complaint from a female student on the Instagram social media platform Unsrifess on September 26, 2021. After obtaining the student's identity, the Unsri Student Executive Board (BEM) facilitated support and the matter was addressed by the faculty dean. Subsequently, the Unsri BEM received two new reports of alleged harassment against female students from different faculties, but involving the same perpetrator, on November 6, 2021. On December 6, 2021, officers from the Criminal Investigation Directorate of the South Sumatra Provincial Police

arrested the lecturer following an interrogation. The lecturer, identified by the initials AR, was also named a suspect in the alleged sexual harassment case against his student. The panel of judges at the Palembang District Court in South Sumatra sentenced the University of Sriwijaya (Unsri) lecturer to six years in prison

In the case of alleged sexual harassment against a female student, the verdict was read by the presiding judge, Fatimah, in the presence of the defendant, Aditya Rol Azmi—a lecturer at the Faculty of Teacher Training and Education (FKIP) at Unsri—via an online hearing on Thursday, April 14, 2022. According to the judge, the sentence was imposed on the defendant based on witness testimony during the trial, supported by a number of pieces of evidence. The defendant, the panel stated in its verdict, was proven guilty of committing a criminal act against his student, identified by the initials DR, as stipulated in Article 294, paragraph (2), point 2 of the Criminal Code regarding indecent acts against a person under one's care. As a result of this offense, the panel of judges ordered the defendant to remain in custody at the Class IA Pakjo Detention Center in Palembang. However, many universities still cover up cases of sexual violence on campus to protect the institution's reputation and accreditation.

Addressing cases of sexual violence on college campuses is of utmost importance and must be handled immediately due to the serious impact on victims. While the case mentioned above is currently being addressed, the reality is that many universities remain reluctant to openly address efforts to handle sexual violence occurring on their campuses.

1. What is the significance of the principle of transparency in higher education institutions regarding the handling of sexual violence?
2. How can the principle of transparency be applied in a balanced manner to ensure the fulfillment of victims' rights and the protection of perpetrators?

METHOD

This study was conducted using a normative legal method, which emphasizes an approach based on applicable rules or laws. Specifically, it examines the legal provisions in Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 30 of 2021 on the Prevention and Handling of Sexual Violence in Higher Education Institutions in relation to higher-ranking national legislation, namely Law No. 12 of 2022 on Criminal Acts of Sexual Violence in relation to higher education policies, while also highlighting inconsistencies in how higher education institutions handle cases of sexual violence. To support this analysis, the study utilizes secondary data in the form of a literature review, examining various theories, concepts, and legal principles—both physically and online—from relevant literature sources pertaining to the discussion in this research.

RESULTS AND DISCUSSION

The Principle of Transparency in Higher Education Institutions Regarding the Handling of Sexual Violence

This principle of transparency provides an opportunity for all parties to access accurate, clear, and easily understandable information. This principle is essential because transparency makes it possible to obtain accurate, honest, and non-discriminatory information. Article 4, Paragraph 2 of Law of the Republic of Indonesia No. 20 of 2003 on the National Education System states that education is conducted as a systematic, integrated whole with an open and multifaceted system. Transparency can be defined as openness in organizational activities and is based on the free flow of information. The university environment can serve as a safe and comfortable space for students, fostering synergy and integration in education.

The principle of openness (transparency) is particularly crucial in this context. Transparency in university governance is achieved when all parties involved share the same goals, act transparently regardless of political considerations, and are accountable for the

future. One such aspect is transparency in bureaucratic management. The public needs to see how higher education institutions manage all their assets and human resources within their organizations. This allows the public to understand and provide feedback (monitoring) to realize an ideal university. In establishing a transparent higher education institution, universities—as educational units providing higher education—have a duty to deliver fair and high-quality services to students. National education development must adhere to the principles of transparency and accountability. As the highest level of education, universities must uphold the principles of transparency, efficiency, and effectiveness.

Violence is one form of illegal behavior consisting of threatening actions alone or actions leading to concrete acts that can result in physical injury, property damage, or even death. In cases of violence, it is not only physical attacks but also indirect attacks on the victim's mind. Sexual violence itself is a sexual act—whether physical or non-physical—committed by someone in a position of power over the victim, with the aim of satisfying the perpetrator's sexual desires, which are unwanted by the victim. Sexual violence frequently occurs against women. According to data from the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, as of January 2020, 79.2%—or 8,464 women—have been victims of sexual violence in Indonesia.

The causes of sexual harassment are explained by four distinct theories. The first theory is the natural/biological model, which posits that sexual harassment is not considered a form of harassment and therefore does not cause negative consequences. Sexual harassment is more often caused by due to the natural connection between men and women. The second theory is the organizational model, which posits that sexual harassment can occur due to relationships within a hierarchical structure. Those in positions of authority are seen as having a greater opportunity to abuse their power for their own sexual gratification, with the victims of sexual harassment being their subordinates. The third theory is the socio-cultural model, which posits that sexual harassment is a mechanism through which men dominate women, both in the workplace and economically. This harassment is typically carried out by hindering or limiting women's potential and capabilities or by intimidating them into leaving their jobs. The fourth is the Sex Role Spillover Model, which posits that sexual harassment often occurs due to the dominance of certain groups within a social environment and can happen whether women are a minority or a majority.

Fundamentally, sexual violence is categorized into three types: verbal, written, and physical. First, verbal or spoken sexual violence includes jokes or comments objectifying women as sexual objects, making women feel uncomfortable by belittling them physically. Second, written or visual sexual violence, such as distributing images of women as sexual objects; sending obscene letters or images, whether manually or electronically. Third, sexual violence in the form of physical acts, such as looking at or touching a woman's sensitive areas. Sexual violence has profound impacts on victims in physical, psychological, social, and educational aspects. Physical impacts experienced by victims of sexual violence typically include hair loss, deteriorating physical health due to loss of appetite, insomnia, digestive issues, and eating disorders. Sexual violence also affects the victim psychologically, leading to a range of mental health symptoms from mild to severe, such as feeling overwhelmed, depression, resentment, trauma, and even suicidal thoughts. Additionally, there are social consequences, where the victim becomes the subject of public discussion, the topic of gossip, is humiliated, and blamed for their clothing, lifestyle, and personal life—even being labeled as a professor's mistress. The victim is then shunned by friends and family, causing them to lose their good reputation and the trust of their community. Thus, the social impact of sexual violence can be summarized as follows: sexual violence affects the victim's education, such as declining academic performance, frequent absences from classes, the victim altering their academic plans, or even dropping out of school.

Sexual violence occurring within a university setting not only affects the victim but also tarnishes the reputation of the university, its faculty, staff, and other students pursuing their education there. This is because the occurrence of sexual violence in an educational environment can cause students at that university to feel fear and anxiety that such acts might recur. The psychological impact experienced by victims of sexual violence is not as easily overcome as the physical violence they also endure; it takes a significant amount of time for victims to fully recover from what they have experienced. Prior to the implementation of Ministry of Education and Culture Regulation No. 30/2021, sexual violence occurring within the university environment at Indonesia does not receive much media coverage, whether in traditional media or on social media. Many universities still cover up incidents of sexual violence simply to protect their accreditation and reputation. Higher education institutions or campuses, which are supposed to be places for pursuing knowledge, have now become sites where many cases of sexual violence occur. Many students are aware of the forms of sexual harassment on campus. However, not all of them know how to prevent sexual violence or are aware of the existence of institutions specifically tasked with handling cases of sexual violence. On one hand, some students do not fully understand sexual violence, which fosters a campus culture that does not support survivors according to power dynamics theory. Following the implementation of Ministry of Education, Culture, Research, and Technology Regulation No. 30 of 2021, universities have implemented measures to prevent sexual violence through training, educational activities, management strengthening, and cultural enhancement. Students, educators, and educational staff. These measures are now implemented through four specific stages: victim support, victim protection, physical and psychological rehabilitation of victims, and the imposition of administrative sanctions on perpetrators.

The enactment of Law No. 12 of 2022 on Criminal Acts of Sexual Violence (TPKS Law) marks a significant update to criminal law aimed at addressing sexual violence. This has a significant impact on the rights of sexual abuse victims; the UU TPKS provides a clearer and more detailed legal foundation by offering guidelines for handling sexual violence through an empathetic approach that does not blame the victim. In practice, victims are often threatened when reporting sexual violence. Therefore, the UU TPKS guarantees physical and psychological safety for victims and witnesses. As stipulated in Articles 34 and 35 of the Law on Sexual Violence Crimes, protection is provided for witnesses and victims to prevent intimidation or threats. Furthermore, students are a key element in supporting the effective implementation of the TPKS Law. Students serve as recipients of policies and help build a campus culture grounded in gender equality and anti-violence principles. Student involvement can contribute to the reporting of sexual violence cases and promote transparency in their handling.

The application of the principle of transparency in a proportionate manner

Sexual violence is clearly regulated in Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 30 of 2021 on the Prevention and Handling of Sexual Violence. The Ministerial Regulation also stipulates that the protection and rights of victims are a top priority.

Articles 10 through 22 of Ministerial Regulation No. 30 of 2021 outline the handling of sexual violence in higher education institutions, the imposition of sanctions on perpetrators of sexual violence, and the rehabilitation of victims of sexual violence. This includes:

a. Support:

This support is provided to victims or witnesses who are students, educators, educational staff, and campus residents. This support is provided by the higher education institution in the form of counseling, health services, legal assistance, advocacy, and social and spiritual guidance.

b. Protection:

This protection is provided to victims or witnesses who are students, educators, educational staff, and members of the campus community. Protection for victims or witnesses includes guarantees to ensure students can continue their education, guarantees to ensure educators and/or educational staff can continue their employment at the relevant higher education institution, guarantees of protection from physical and non-physical threats by perpetrators or other parties or the recurrence of sexual violence by facilitating the reporting of such threats to law enforcement authorities, protection of identity confidentiality, provision of information regarding rights and protection facilities, providing access to information regarding the implementation of protection measures, protection from attitudes and behaviors of law enforcement officials that are demeaning and/or reinforce stigma against the Victim, protection of the Victim and/or the reporter from criminal charges or civil lawsuits arising from the reported incident of Sexual Violence, provision of a safe house, and protection regarding safety and freedom from threats related to the testimony provided.

c. Imposition of Administrative Sanctions:

Administrative sanctions are imposed on perpetrators proven to have committed sexual violence. These administrative sanctions are divided into three categories: minor administrative sanctions, moderate administrative sanctions, and severe administrative sanctions. These sanctions must first be approved by the university. After completing the light and moderate administrative sanctions, the perpetrator is required to participate in a counseling program at an institution designated by the Task Force; the report on the counseling program's results serves as the basis for the University Leadership to issue a certificate stating that the perpetrator has fulfilled the imposed sanctions. The imposition of sanctions is carried out proportionally and fairly in accordance with the Task Force's recommendations.

d. Victim Recovery:

Recovery for victims of sexual violence includes medical treatment, physical therapy, psychological therapy, as well as social and spiritual guidance. In handling victim recovery, it is carried out based on the victim's consent; and in cases where the reporting witness experiences secondary traumatic stress (f), recovery may be provided based on the witness's consent.

Support, protection, and/or recovery for victims of sexual violence are determined by the university leadership. The university leadership establishes a task force at the university level to ensure that efforts to prevent sexual violence are effectively implemented.

Higher education institutions in Indonesia are currently facing a severe crisis in addressing sexual violence and ensuring justice for victims of sexual violence within their campuses. Therefore, the implementation of Ministry of Education and Culture Regulation No. 30 of 2021 serves as a framework for creating a safe and healthy higher education environment. According to Nadiem Makarim's explanation, higher education institutions are required to implement and enforce Ministry of Education and Culture Regulation No. 30 of 2021 on the Prevention and Handling of Sexual Violence occurring within the higher education environment; failure to comply with these provisions may result in sanctions, ranging from financial penalties to accreditation sanctions. These sanctions are stipulated in Article 19 of Ministry of Education and Culture Regulation No. 30 of 2021, namely:

- a. Suspension of financial assistance or infrastructure support for the higher education institution; and/or
- b. Downgrading of the accreditation level for the higher education institution.

Ministry of Education and Culture Regulation No. 30 of 2021 outlines the handling of sexual violence by a task force through the following mechanisms: Report Receipt, Investigation, Formulation of Conclusions and Recommendations, Recovery, and Measures to Prevent Recurrence. This is detailed in Articles 39 through 49 of Ministry of Education and Culture Regulation No. 30 of 2021. The details are as follows:

- a. Report Reception:
Reports of sexual violence are submitted by the victim and/or reporting witnesses via telephone, text message, email, and the higher education institution's official website, and are processed through mechanisms accessible to persons with disabilities.
- b. Investigation:
The Task Force conducts an investigation into reports of sexual violence to gather statements and/or documents related to the report. The investigation involves the victim, witnesses, and the accused. This investigation must be completed within a maximum of 30 (thirty) working days. The results of the investigation are documented in an investigation report. During the investigation, the Head of the Higher Education Institution may temporarily suspend the educational rights of the Accused who is a Student or the employment rights of the Accused who is a Faculty Member, Staff, or Campus Resident.
- a. Drafting of Conclusions and Recommendations:
The Task Force drafts conclusions and recommendations regarding the handling of sexual violence, which must state whether sexual violence has been proven or not. If sexual violence is proven, the conclusions must include the identity of the perpetrator, the form of sexual violence, support for the victim and witnesses, as well as protection for the victim and witnesses. If sexual violence is not proven, the conclusion must include the identity of the accused, the alleged sexual violence, a summary of the investigation, and a statement that sexual violence was not proven. Recommendations are established by a decision of the University Leader.
- b. Recovery:
The Task Force facilitates the recovery of victims of sexual violence, which is carried out with the victim's consent.
- c. Measures to Prevent Recurrence:
The Task Force assists the University Leader in implementing measures to prevent the recurrence of sexual violence.

Thus, it can be stated that Ministry of Education and Culture Regulation No. 30 of 2021 is effective in guiding the open handling of sexual violence. However, not many universities have implemented it yet. The importance of implementing the principle of proportional transparency is to achieve Good University Governance, wherein universities must apply principles of financial transparency, systems and procedures for new student admissions, accounting systems and procedures, financial reporting, faculty and staff recruitment, selection of administrative staff, and elections for faculty/senate members. Fund Management/BPH, and other relevant information to stakeholders in a timely, accurate, and appropriate manner.

The harmonization of Law No. 12 of 2022 on Sexual Violence Crimes with Ministry of Education, Culture, Research, and Technology Regulation No. 30 of 2021 regarding sexual violence in higher education institutions ensures protection for both victims and witnesses. The TPKS Law provides a legal basis for higher education institutions to uphold the principle of protecting victims of sexual violence through mechanisms for prevention, handling, and the physical and psychological recovery of victims. Several higher education institutions have adopted policies derived from the TPKS Law, such as the formation of task forces (Satgas) for the prevention and handling of sexual violence, as well as the development of standard

operating procedures (SOPs) for reporting and handling cases. The TPKS Law provides clarity and expands legal protection for victims in both public and private spaces. Effective implementation relies on the existence of a victim reporting system, including the development of digital channels. Therefore, the implementation of the TPKS Law in higher education institutions requires not only formal regulations but also cultural change and an ethical commitment from all campus stakeholders to the principles of gender justice and human rights.

In its implementation, the TPKS Law in higher education institutions depends on the commitment of university leadership and institutional policies. Higher education institutions must have transparent governance, an integrated and responsive reporting system to handle cases of sexual violence, ensuring protection for the academic community. Thus, the prevention and handling of sexual violence should not be merely reactive—meaning it is done only after a case arises—which is not a preventive measure. Higher education institutions can demonstrate that there is a systematic evaluation process to strengthen public accountability and build trust in protection mechanisms. Therefore, there is a need for a governance model for the prevention of sexual violence based on evidence-based policy, which integrates research findings, student participation, and periodic evaluations to ensure the sustainability of protection for the entire academic community.

CONCLUSION

Ministerial Regulation No. 30 of 2021 of the Ministry of Education, Culture, Research, and Technology, as well as Law No. 12 of 2022 on Criminal Acts of Sexual Violence, serve as important legal foundations for efforts to prevent and address sexual violence in higher education institutions. These regulations provide clearer mechanisms regarding support, protection, and recovery for victims; the imposition of administrative sanctions on perpetrators; and the establishment of the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS). This regulation reflects a paradigm shift from a previously closed approach focused on protecting the institution's reputation, toward an approach that is more victim-centered and upholds human rights. Law No. 12 of 2022 on Criminal Acts of Sexual Violence (TPKS Law) serves as the legal foundation strengthening the protection of sexual violence victims, particularly guarantees of physical and psychological safety, victim recovery, and protection for witnesses and reporters as stipulated in Articles 34 and 35 of the TPKS Law. Furthermore, the harmonization between the UU TPKS and Ministry of Education, Culture, Research, and Technology Regulation No. 30 of 2021 demonstrates the state's commitment to encouraging higher education institutions to implement a system for the prevention and handling of sexual violence that is more transparent, responsive, and victim-centered. Thus, the application of the principle of proportional transparency in addressing sexual violence at higher education institutions is a crucial step toward achieving Good University Governance and fostering a campus culture that upholds human rights, gender equality, and the protection of the entire academic community.

Higher education institutions need to optimize the application of the principle of transparency in handling cases of sexual violence to ensure the protection of the identity, safety, and rights of victims and witnesses. The implementation of Law No. 12 of 2022 on Criminal Acts of Sexual Violence and Ministry of Education, Culture, Research, and Technology Regulation No. 30 of 2021 must be carried out optimally by strengthening the role of the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS), the provision of effective reporting mechanisms, and the provision of support for victims. Sustained efforts are needed to enhance education and outreach to the entire academic community regarding gender equality, the prevention of sexual violence, and the importance of fostering a safe, inclusive campus culture free from stigma toward victims. The government and higher education institutions need to conduct regular monitoring and evaluation of the implementation of

policies addressing sexual violence to ensure the protection of victims, transparency in case handling, and effective, consistent, and fair law enforcement

REFERENCE

- Agus & May. (2021). Good Governance Dalam Lingkungan Pendidikan Tinggi (Good University Governance). Vol. 11, No. 2, Desember 2021. Hal 232.
- Anggoman, E. (2019). Penegakan Hukum Pidana Bagi Pelaku Kekerasan Seksual Terhadap Perempuan. *Lex Crimen*, Vol.8, (No.3), p.3.
- Ariani & Vinita. (2020). Diskusi Keadilan Restoratif dalam Konteks Kekerasan Seksual di Kampus. Hal 67-69.
- Bulqis. (2025) Implementasi UU TPKS dalam Perlindungan Korban Kekerasan Seksual di Lembaga Pendidikan. *Nalar: Jurnal of Law and Sharia*. Vol. 3. No. 1. Hal: 30-38.
- Efrizal, N. (2016). Problematika Pendidikan di Indonesia. Hal 1-2.
- Fairchild, K. dan Rudman, L.A. (2008). Everyday stranger harassment and women's objectification. *Soc Just Rest*, 21, 338-357.
- Ismi, Aghnia Lili, Rangga J, Hendi Sastra P, dan Mikho Ardinata. 2025. Tindak Pidana Kekerasan Seksual di Lingkungan Perguruan Tinggi: Tantangan Implementasi UU Nomor 12 Tahun 2022. *Jurnal Hukum XIX*. Vol.1
- Lina, Yasin, & Umniah (2021). Perguruan Tinggi sebagai Penggerak Keterbukaan Informasi.
- Navirta, A. (2022). Optimalisasi Hak Asasi Manusia dan Hukum Gender Pasca Terbitnya Peraturan Menteri Pendidikan, Kebudayaan dan Teknologi Republik Indonesia Nomor 30 tahun 2021 tentang Pencegahan dan Penanganan Kekerasan Seksual di Lingkungan Perguruan Tinggi.
- Nenny, E dan Endah (2020). Pengaruh Implementasi Prinsip-Prinsip Good University Governance Terhadap Kinerja Perguruan Tinggi. Vol. 9, No. 10, Maret 2021. Hal 4.
- Nikmatullah. (2020). Demi Nama Baik Kampus VS Perlindungan Korban: Kasus Kekerasan Seksual di Kampus. *Journal For Gender Mainstreaming*. 14(2). 37- 53.
- Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 30 Tahun 2021 Tentang Pencegahan dan Penanganan Kekerasan Seksual di Lingkungan Perguruan Tinggi.
- Robiatul, Reza, & Nabat. (2020). Analisis Permendikbud Ristek No 30 Tahun 2021 Dan Konstruksi Sosial Kekerasan Seksual Di Perguruan Tinggi Perspektif Sosiologis. Vol. 19, No. 3, Januari 2020. Hal 790.
- Rosania, P dan Eko, S. (2022). Perlindungan Hukum Terhadap Korban Pelecehan Seksual. 61-70.
- Soenarmo, H. (2010). Hubungan Antara Transparansi Pengelolaan Universitas Dengan Kinerja Karyawan Dalam Rangka Menciptakan Good University Governance. Vol. 10, No. 1, Januari 2010. Hal 1-2.
- Suryandi, Dodi., Hutabarat, Nike., & Pamungkas, Hartono. (2020). Penerapan Sanksi Pidana terhadap Pelaku Tindak Pidana Kekerasan Seksual terhadap Anak. *Jurnal Darma Agung*, Vol.28,(No.1),pp.84-91.
- Undang- Undang Republik Indonesia Nomor 12 Tahun 2022 Tentang Tindak Pidana Kekerasan Seksual
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.