

SEXUAL HARASSMENT IN EDUCATION INSTITUTIONS: COLLEGE STUDENTS' SEXUALLY ABUSED EXPERIENCE AND ITS IMPACT ON THEIR LIVES

Umi Mahmudah

Institut Agama Islam Negeri Pekalongan

umi.mahmudah@iainpekalongan.ac.id

Siti Fatimah

IAINU Kebumen

stfatimah89@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi pengalaman pelecehan seksual yang dialami oleh mahasiswa pada saat mereka masih anak-anak. Penelitian menitikberatkan pada pengalaman pelecehan seksual mereka di sekolah. Pendekatan mixed-method digunakan. Teknik pengambilan data kualitatif dilakukan dengan wawancara sedangkan data kuantitatif diperoleh dari distribusi angket. Sebanyak 240 mahasiswa di dua universitas di Jawa Tengah dianalisis. Teknik analisis deskriptif digunakan untuk menggambarkan pengalaman pelecehan seksual mereka. Kemudian, metoderegresi digunakan untuk menganalisis relasi antara pengetahuan dan pengalaman tersebut terhadap dampak-dampak negatif yang mungkin menyertainya. Hasil menunjukkan bahwa mahasiswa yang dilecehkan secara seksual ketika mereka masih anak-anak adalah tinggi, terutama anak perempuan. Pelaku pelecehan seksual sebagian besar dilakukan oleh guru. Namun tetangga, teman, dan keluarga juga berpotensi menjadi pelaku. Dampak yang paling besar adalah secara psikologis, yaitu ketakutan yang tidak wajar, depresi, dan trauma. Hasil juga mengemukakan bahwa pengetahuan dan pengalaman dilecehkan seksual oleh korban menyebabkan berbagai dampak negatif.

Kata Kunci: Pelecehan Seksual, Mahasiswa, Institusi Pendidikan, Guru

Abstract

This study aims to explore the experiences of college students' sexual abuse when they were children. The research focuses on their experiences of sexual harassment at school. A mixed-method approach is used. The qualitative data collection technique is carried out by interview while the quantitative data are obtained from the distribution of questionnaires. A total of 240 students at two universities in Central Java are analyzed. Descriptive analysis techniques are used to describe their experiences of sexual harassment. Then, the regression method is used to analyze the relationship between knowledge and experience against the negative impacts that may accompany it. The results show that students who are sexually abused when they are children are high, especially girls. Most of the perpetrators of sexual harassment were teachers. However, neighbors, friends, and family are also potential perpetrators. The biggest impact is psychological, namely unnatural fear, depression, and trauma. The results also reveal that the knowledge and experience of being sexually abused have various negative impacts.

Keyword: Sexual Harassment, Students, Educational Institutions, Teachers

Introduction

Various incidents of sexual harassment and violence, especially those affecting children, need serious attention by all parties, including the Indonesian government. Today, many victims of sexual violence and harassment are underage girls¹. However, sexually abused boys are also not uncommon. Sadly, perpetrators of sexual abuse on children are usually committed by adults who are also close to the victims². Child sexual abuse is defined as a form of abuse committed by adults or older people for sexual stimulation³. An individual has sexually abused children when he or she exposed them to sexual relations in an act or behavior. Meanwhile, World Health Organization (WHO) defines child sexual abuse as the involvement of a child in sexual activity, but the child does not fully understand, or the child cannot provide consent; or the child is not developmentally ready, that violates the law or social norms in society.

A report states that child sexual abuse can involve several things, namely 1) sexual behavior that involves penetration; 2) touching the child's breast or genitals; 3) having a child touch the breast or genitals of the perpetrator; 4) Voyeurism, that is the perpetrator looks or peeks at the child's naked body; 5) Exhibitionism, that is the perpetrator likes to show his naked body to a child⁴. Knowledge and awareness of forms of

sexual abuse are crucial for all parties, including children. This is to prevent the possibility of them being sexually harassed. That way, they can tell the closest and trusted people to receive assistance appropriately. Moreover, the Indonesian public still considers it taboo to provide sex education to children. Thus, sex education and introduction to body organs in elementary schools are still lacking⁵. The report also reveals that children prefer to search for information via the internet rather than ask directly to more credible sources, such as parents or teachers. Then, their lack of knowledge of sex education is also prone to making them victims of sexual harassment by older people⁶.

Based on the annual records of the National Women's Commission in 2019, it is reported that violence against women has always increased continuously. Over the past 12 years, violence against women has increased by 792% (nearly 800%). This means that violence against women in Indonesia for 12 years has increased almost 8 times. This is also supported by statistics from the National Women's Commission (Komnas Perempuan), which show that violence against women was still rather high during the COVID-19 pandemic, with 8,234 cases. The report also shows that incidences of violence inflicted by the family environment/personal sphere rank first. Furthermore, in the public realm, the most common forms of sexual violence, which is 962 cases (55%) consisting of obscenity (166 cases), rape (229 cases), sexual harassment (181 cases), sexual intercourse (5 cases), Furthermore, in the public realm, the most common forms of sexual violence are obscenity (166 cases), rape (229 cases), sexual harassment (181 cases), sexual intercourse (5 cases), and attempted rape and other forms of sexual violence (962 incidents, or 55 percent)⁷.

¹ Diesmy Huraira et al., "Kekerasan Seksual Pada Anak: Telaah Relasi Pelaku Korban Dan Kerentanan Pada Anak," *Psikoislamika* 12, no. 2 (2015): 5–10; Syaiful Bahri, "Suatu Kajian Awal Terhadap Tingkat Pelecehan Seksual Di Aceh," *Jurnal Pencerahan* 9, no. 1 (2015); Ratih Probosiwati and Daud Bahransyaf, "Pedofilia Dan Kekerasan Seksual: Masalah Dan Perlindungan Terhadap Anak," *Sosio Informa* 1, no. 1 (2015).

² Ivo Noviana, "Kekerasan Seksual Terhadap Anak: Dampak Dan Penanganannya," *Sosio Informa* 1, no. 1 (2015); Sri Hennyati Ermaya Sari Bayu Ningsih, "Kekerasan Seksual Pada Anak Di Kabupaten Karawang," *Jurnal Bidan* 4, no. 2 (2018): 267040.

³ Nasrun Nasrun and Nani Barorah Nasution, "The Effectiveness of Touch/Don't Touch Technique to Improving the Understanding of Sexual Abuse Prevention for Primary School Students Number 060885 in Medan City," *Indonesian Journal Of Early Childhood Education Studies* 5, no. 1 (2016): 24–28.

⁴ David Finkelhor, Heather Hammer, and Andrea Sedlak, *Sexually Assaulted Children: National Estimates and Characteristics* (US Department of Justice, Office of Justice Programs, Office of Juvenile ..., 2008).

⁵ Peni Wahyu Agustina and Asri Kusumaning Ratri, "Analisis Tindak Kekerasan Seksual Pada Anak Sekolah Dasar Di Kabupaten Tulungagung Tahun 2017," *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan* 3, no. 2 (2018): 151–55.

⁶ Agustina and Ratri.

⁷ Komnas Perempuan, "Perempuan Dalam Himpitan Pandemi: Lonjakan Kekerasan Seksual, Kekerasan Siber, Perkawinan Anak, Dan Keterbatasan Penanganan Di Tengah Covid-19," *Journal of Chemical Information and Modeling* 138, no. 9 (2021): 1689–99.

This is an iceberg phenomenon, which means that in a real situation, Indonesian women are far from feeling safe under sexual violence and harassment. Thus, the increase in cases of sexual violence continuously implies the absence of protection and security for women, or there has even been an omission in similar cases. Then, this also indicates that violence against women is still commonplace in Indonesian society, which is dominated by a patriarchal culture. Meanwhile, the women's national commission report also reveals that West Java Province is ranked first in cases of violence against women. Then, Central Java Province is in second place, followed by the Province of the Special Capital Region of Jakarta. The previous year, Central Java Province is in the first rank as a province with the most cases of violence against women.

From these data, there is a lack of protection for women, especially in cases of violence against girls, where they are vulnerable to becoming victims of violence and sexual harassment. Based on the Annual Records of the National Women's Commission in 2020, violence against girls increased by 2,341 cases from 1,417 in the previous year. Figure 1 shows the tabulation of violence against girls (*Kekerasan Terhadap Anak Perempuan-KTAP*) by categories of physical, psychological, incest, sexual, and economic violence.

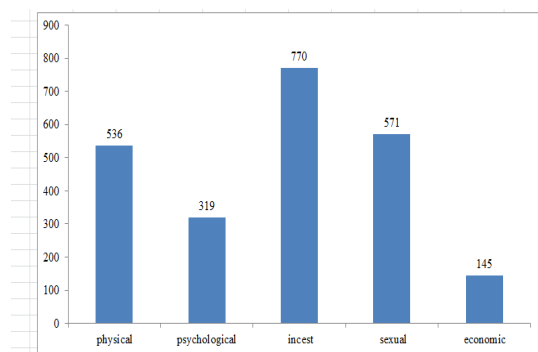


Figure 1. Cases of Violence against Girls

(Source: National Women's Commission)

Figure 1 shows that the highest number of cases of violence against girls is incest, namely 770 cases. Meanwhile, sexual violence against girls is in the second rank, namely 571 cases. Looking at these data, incest and sexual violence cases, both of which are related to sexuality that is very detrimental to the victim, are in the highest rank. Whilst, *United Nations Emergency*

Children's Fund(UNICEF) reveals that in 2014, an estimated 120 million girls are sexually abused. Unfortunately, many cases of sexual harassment go unreported due to stigma, fear, and lack of trust in the authorities, as well as social tolerance and lack of awareness. Besides, various reports indicate that sexual violence has an impact not only psychologically but also socially. It also impacts both the short and long terms⁸.

Protection of children has been stated in Law Number 23 of 2002, as mentioned in article 1 point (2). Child protection is all activities that guarantee and protect children and their rights to live, grow and participate optimally under humanity, and receive protection from violence and discrimination. Consequently, it insists firmly that children are individuals entitled to be protected from various adverse events, especially sexual harassment and violence.

Although various studies on sexual abuse in children have been widely studied, the experiences of victims who are now adults still need in-depth study. This is to see how these terrible past events have various impacts on their life processes. This study focuses on sexual abuse experienced by children when they are studying in school. This is due to the fact that children's negative experiences are always recorded profoundly and are difficult to forget. Particularly, if the perpetrators of the violence are role models, such as teachers. Factors affecting sexual abuse and its impact on children can be used as supplementary material for scholarly study. Prevention of various incidents of sexual abuse among children in schools can be done systematically when data and facts are provided properly. Additionally, various strategies should be developed to provide a sense of security for children when studying at school.

This study uses a mixed-method to analyze various sexual abuse experienced by college students when they were children and were

⁸ Rini Rini, "Dampak Psikologis Jangka Panjang Kekerasan Seksual Anak (Komparasi Faktor: Pelaku, Tipe, Cara, Keterbukaan Dan Dukungan Sosial)," *IKRA-ITH HUMANIORA: Jurnal Sosial Dan Humaniora* 4, no. 3 (2020): 1–12; Noviana, "Kekerasan Seksual Terhadap Anak: Dampak Dan Penanganannya"; Sibnath Deb and Kerryann Walsh, "Impact of Physical, Psychological, and Sexual Violence on Social Adjustment of School Children in India," *School Psychology International* 33, no. 4 (2012): 391–415.

studying in school. Thus, although the main objective of this study is to analyze experiences of sexual harassment among girls, the object of research is university students. This is because awareness of sexual harassment experienced during childhood is only realized when they are adults. As children, they did not have sufficient knowledge that they were sexually abused. Thus, this study focuses on college students who were sexually abused when they were studying in school. This research is conducted at two state universities in Central Java, Indonesia.

Due to using a mixed approach, the data used in the analysis include qualitative and quantitative data. The technique of qualitative data collection is by interview. Meanwhile, quantitative data is obtained using a questionnaire sheet, by applying a *Likert* scale with 3 alternative answer choices. The questionnaire sheet is distributed to 240 students who are randomly selected at the two universities. Then, interviews are conducted directly by using three sources. The data are collected for one month, in December 2020.

To describe the experiences of respondents who were sexually abused at school, this study uses descriptive analysis techniques based on the respondents' answers in the questionnaire. Then, multiple linear regression analysis techniques are used to analyze the effect of knowledge and experiences of sexual abuse experienced by college students as children on its negative effects. This is one of the most widely used methods for analyzing the relationship between variables because of its simplicity⁹.

This study focuses more on a qualitative approach while quantitative data and analysis are used to support and reinforce the results. So, the first stage is to collect and analyze qualitative data. Meanwhile, the second stage is to collect and analyze quantitative data which is still relevant to the data and results of the analysis in the qualitative approach in the first stage¹⁰.

This section provides the results of data analysis carried out by combining qualitative and quantitative data. The general description of the

respondents analyzed in this study is as follows. The majority of respondents are female students, which is 74.23% compared to male students by 25.77%. Then, the average age of the respondents is 21 years and is in their second year at university. The youngest and oldest respondents are 18 years and 24 years, respectively.

Mapping experiences of sexual abuse in children

The results of the qualitative data analysis in describing the experiences of sexual harassment experienced by students when they were still in school are presented. These results are obtained by analyzing respondents' answers to the questionnaire. Then, the results of the interview are also provided to add details to the discussion. Figure 2 illustrates the respondents' understanding and awareness of the sexual harassment they experienced at school as children.

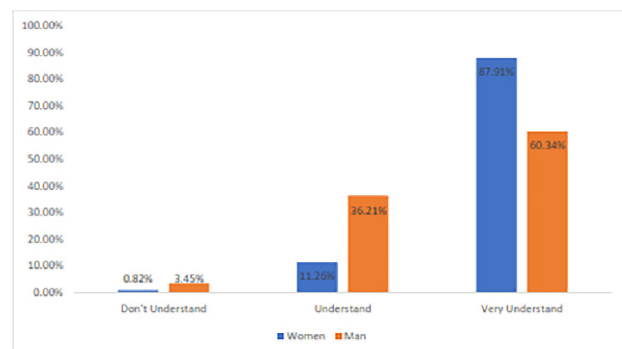


Figure 2. Understanding of Sexual Harassment at School

Figure 2 indicates that the respondents have a good understanding of the sexual abuse they experienced as children. They have realized that they are victims of sexual harassment. 87.91% of female respondents fully understand the sexual harassment they have experienced.

Meanwhile, male respondents who have a similar understanding are only 60.34%. Striking differences are indicating a gender gap in understanding cases of sexual harassment, even by their own experiences. This makes sense because most victims of sexual abuse are girls¹¹. Hence, they have a better understanding and awareness. Moreover, the perpetrators of these

⁹ Umi Mahmudah, *Metode Statistika: Step by Step* (Pekalongan: Penerbit NEM, 2020).

¹⁰ J W Creswell and D J Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. United Kingdom, UK" (SAGE Publications, Inc, 2018).

¹¹ Noviana, "Kekerasan Seksual Terhadap Anak: Dampak Dan Penanganannya"; Huraira et al., "Kekerasan Seksual Pada Anak: Telaah Relasi Pelaku Korban Dan Kerentanan Pada Anak"; Agustina and Ratri, "Analisis Tindak Kekerasan Seksual Pada Anak Sekolah Dasar Di Kabupaten Tulungagung Tahun 2017."

harassments are mostly men¹². Although boys' victims also exist they are a small part of the many cases of sexual abuse experienced by children.

It is not surprising that cases of sexual harassment are identical to women. Then, it is also important to note that victims were usually unaware that they were being sexually harassed at the time of the incident. Their awareness arises as adults after receiving various sex educations.

A source named Hasna stated, *"At the time of the incident, I did not know that my teacher was harassing me sexually"*. Santi, another source stated *"I just realized fully that I was one of the victims of sexual harassment by my teacher when I was in senior high school. My anger just arose at the same time as that realization. Previously, I only felt uncomfortable around the teacher."*

As victims, girls carry out their experiences into adulthood. The recorded memories of the incidents and the perpetrators of the abuses are not easy to remove. Moreover, when the perpetrators are not only trustworthy but also usually used as role models, such as teachers.

Then, when there is a similar incident or something triggers it, the victims can remember in detail their experiences. So, they always unconsciously carry knowledge and experiences of various behaviors that lead to sexual harassment, which indicates they experienced various traumas in the short and long terms¹³.

Figure 3 illustrates the experiences of respondents when they experienced sexual violence or harassment based on the time of the incidents, which are classified into three; child, adolescence, and adulthood.

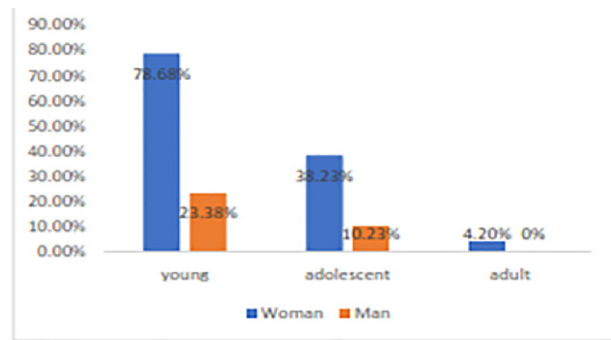


Figure 3. Timing of Sexual Violence and Harassment

In Figure 3, sexual harassment experienced by respondents when they were children and still studying in elementary school, are approximately aged 7-12 years. Then, sexual harassment as a teenager indicates middle school or high school age, which is the age group of 13-18 years. Meanwhile, abuse as an adult represents incidents of sexual harassment experienced by victims when they have graduated from high school or are studying at the university, namely in the age group of more than 18 years. From Figure 3, it is clear that female respondents experienced sexual violence or harassment in all age categories. This also indicates that they experienced various abuse sexually mostly when they were too young and underage, namely at the age of 7-12 years.

Furthermore, the results also reveal there is a gender gap in the experience of violence and sexual harassment between girls and boys. 78.68% of female students state that they have been sexually harassed. Whereas, only 23.38% of male students state that they have been victims of sexual harassment. Then, in adolescence, when they are still students in middle school, both boys and girls are still vulnerable to sexual harassment. In adulthood, sexual harassment is still common among women, whereas in boys it is rarely or not visible. And, there is no indication of sexual violence or abuse experienced by men as adults. So, almost at all levels of education girls are very vulnerable to becoming victims of violence or sexual harassment.

This result is both alarming and worrying because educational institutions should set an example of morale and character. The figures in this institution should be role models for all students in facing their future. However, not a few students have actually experienced various sexual violence or harassment by educators at school. Figure 3 also shows that the incidence of

¹² Huraira et al., "Kekerasan Seksual Pada Anak: Telaah Relasi Pelaku Korban Dan Kerentanan Pada Anak"; Elizabeth Dartnall and Rachel Jewkes, "Sexual Violence against Women: The Scope of the Problem," *Best Practice & Research Clinical Obstetrics & Gynaecology* 27, no. 1 (2013): 3-13.

¹³ Deb and Walsh, "Impact of Physical, Psychological, and Sexual Violence on Social Adjustment of School Children in India"; Noviana, "Kekerasan Seksual Terhadap Anak: Dampak Dan Penanganannya"; Rini, "Dampak Psikologis Jangka Panjang Kekerasan Seksual Anak (Komparasi Faktor: Pelaku, Tipe, Cara, Keterbukaan Dan Dukungan Sosial)."

sexual abuse among girls is high. Sexual violence against girls is one of the most concerning cases and has a significant impact on the lives of its victims¹⁴.

Figure 3 provides an interesting and at the same time alarming result. That is, male students also state that they have experienced sexual violence or harassment when they attend primary or junior high schools. Looking at the numbers, not a few of them were sexually harassed, namely 23.38% and 10.23% as children and adolescents, respectively. The figures are also alarming, although they are not as high as the rates of abuse against girls. These results also support previous reports that all children, not only girls but also boys, are vulnerable to becoming victims of sexual abuse¹⁵.

Furthermore, a descriptive analysis on sexual harassment experienced by college students while they were still in school by gender is as follows. The data show explicitly that female students have more experiences of sexual harassment at school, which is 78.68%. Only 21.32% of female students state that they have never been sexually harassed while studying at school. Meanwhile, only about 6.90% of male students report having been sexually harassed at school. Conversely, the majority of them state that they have never been sexually harassed, namely as much as 93.10%.

These results indicate the high incidence of sexual harassment in educational institutions for girls. Educational institutions should be used not only to seek positive knowledge and experiences but also for self-development. Instead, they provide negative experiences to students, such as sexual harassment. Students who are entrusted by their parents to study at school become victims of sexual harassment.

¹⁴ Joko Suwandi, Chusniatun Chusniatun, and Kuswardani Kuswardani, "Karakteristik Kekerasan Seksual Terhadap Anak Perempuan Di Wonogiri Dan Boyolali," *Jurnal Pendidikan Ilmu Sosial* 29, no. 1 (2019): 65–77.

¹⁵ Huraira et al., "Kekerasan Seksual Pada Anak: Telaah Relasi Pelaku Korban Dan Kerentanan Pada Anak"; Noviana, "Kekerasan Seksual Terhadap Anak: Dampak Dan Penanganannya"; Probosiwi and Bahransyaf, "Pedofilia Dan Kekerasan Seksual: Masalah Dan Perlindungan Terhadap Anak"; Ingunn Bjørnseth and Attila Szabo, "Sexual Violence against Children in Sports and Exercise: A Systematic Literature Review," *Journal of Child Sexual Abuse* 27, no. 4 (2018): 365–85.

So, it can be said that these schools have not been able to provide a sense of security for their students. Educational institutions are apparently not the safest places for girls to get an education comfortably. Mawar, an interviewee who experienced sexual harassment while studying in elementary school said, "*I was very uncomfortable in school because I was always worried about being harassed by my teacher. I was scared when I was called to his office.*"

Hasna, a college student who was sexually abused when she was in elementary, middle, and high school stated "*I did not feel safe at school. This made me reluctant to go to school for fear that a similar incident would happen again.*" meanwhile, Santi, a college student who also experienced sexual harassment in elementary, middle, and high schools said, "*I was always full of fear at school. I was afraid to meet the teacher who was harassing me. I wasn't comfortable with the way he looked at me*".

The results also reveal that most of the victims claim to have been sexually harassed by their teachers reached 71.88% and all of them are girls. This indicates that the sexual harassment experienced by girls in school is high. They are very vulnerable to being harassed even by their teachers. Meanwhile, there are only 28.12% of respondents state they have never been sexually abused by teachers.

The results also indicate an obvious gender-based gap, where none of the male students have experienced sexual harassment by a teacher at school. These results show a clear gender-based gap, where none of the boys have experienced sexual harassment by a teacher at school (0.00%).

Then, looking closely at the respondents' answers, it is also known that the perpetrators of sexual harassment cases are mostly committed by educators/teachers, namely 71.88%. Then, followed by neighbors/friends and family who are the perpetrators of the harassment by 17.89% 10.23%, respectively.

Simply put, children are vulnerable to sexual harassment in the school, family, and community environment. At school, they are most at risk of becoming victims of sexual harassment by teachers. Then, they are also vulnerable to becoming victims of abuse by adults in the family

and society. In a study, it is revealed that one of the perpetrators of sexual abuse of children in school is teachers¹⁶.

This is also confirmed by a report received by the Indonesian Child Protection Commission, that in 2019 there are 17 cases of sexual violence in educational institutions, of which 89 children are victims and most of the perpetrators of sexual harassment are educators/teachers.

This result does not contradict previous reports which state that the perpetrators of sexual violence are mostly committed by the people closest to the victims. A study analyzing 16 cases of child sexual abuse, found that the majority of the perpetrators are known by the victims.

The reason the perpetrators committed this despicable act is that they are attracted to the victims. Thus, they are reckless in committing sexual harassment. This phenomenon is often known as a pedophile, which is sexual abuse and violence perpetrated by adults against children¹⁷. Adults who are close to them should be protectors and role models in developing all their potential. However, not a few of them give various negative experiences that possibly cause prolonged trauma.

The relationship between Knowledge and experiences of sexual abuse and its impact on children

This section explores the relationship between knowledge and experience of sexual harassment and its various negative effects. Sexual harassment may harm the victims psychologically, emotionally, and physically. Some of the effects that occur on victims of sexual harassment are psychological disorders, such as unnatural fear and mental stress.

Figure 4 shows the various negative impacts caused by the sexual abuse of children. The majority of respondents state that the cases of sexual harassment they experience have a negative impact. From Figure 4, the most impact felt by victims is psychological disruption such as

unnatural fear, trauma, stress, and mental stress. Psychological disruption in children causes many other disorders, such as emotional instability and neurological disorders.

Victims of sexual harassment may also experience adverse changes physically, emotionally, and psychologically. Physical changes include infection, pain, secretions, and bleeding. Emotional and psychological changes such as unnatural fear, self-harm, anti-social behavior, and including suicidal thoughts¹⁸.

Figure 4 illustrates the various negative impacts experienced by victims of sexual harassment.

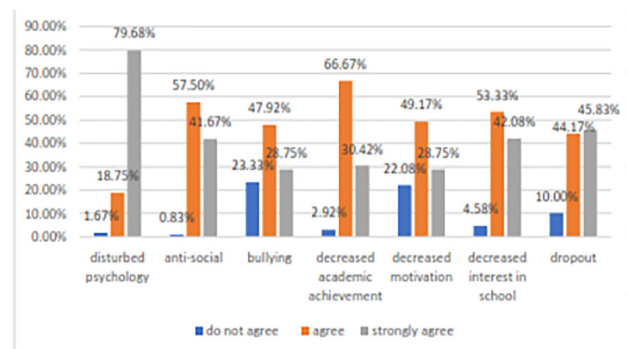


Figure 4. Impact of Sexual Abuse on Children

Then, the analysis of respondents' answers also shows that the majority of victims of sexual harassment admit that they are afraid to report the incident. A total of 83.52% of female college students are afraid to report cases of sexual abuse they experienced as children.

The results of the interview also support the description. Hasna said, "When the incident happened I was afraid and depressed. But I also did not know what to do. I was always worried at school and afraid of being suddenly summoned by the teacher". A similar argument is expressed by Santi who said "at that time I was afraid to go to school, I was also afraid to meet the perpetrator. I did not report the incident to anyone because of my fear".

This proves that there are fears experienced by victims of sexual harassment so that they choose not to report these incidents. The closeness between the perpetrator and the victim is one of the factors that cause many children to be afraid to report cases. Additionally, perpetrators of sexual harassment often intimidate and threaten

¹⁶ Agustina and Ratri, "Analisis Tindak Kekerasan Seksual Pada Anak Sekolah Dasar Di Kabupaten Tulungagung Tahun 2017."

¹⁷ Huraira et al., "Kekerasan Seksual Pada Anak: Telaah Relasi Pelaku Korban Dan Kerentanan Pada Anak."

¹⁸ Christofora Megawati Tirtawinata, "Importance of Sex Education since Early Age for Preventing Sexual Harassment," *Humaniora* 7, no. 2 (2016): 201-9.

their victims to keep their mouths shut¹⁹.

Furthermore, the results of the analysis to investigate the relationship between knowledge and experience of sexual harassment on these negative effects are performed by the multiple linear regression method using IBM SPSS Statistics 24 software.

Table 1 shows the results of the estimation analysis of the regression coefficients. Table 1 indicates that the victim’s knowledge of sexual harassment has various negative effects. Their knowledge positively influences its effects. This is based on the regression coefficient on the knowledge variable (X1), which is 0.61.

Table 1. Estimated Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Std. Error	Beta		
(Constant)	11,26	1,90		5,92	0,00
Knowledge (X1)	0,61	0,10	0,38	6,33	0,00
Experience (X2)	0,37	0,09	0,24	4,05	0,00
a. Dependent Variable: Negative effects					

Then, from table 1 it is also known that this impact is statistically significant, where the *p*-value is 0.00, which is less than 0.05. Thus, it can be concluded that there is a positive and significant relationship between knowledge of sexual harassment and its impact on victims. Those with knowledge of having been sexually abused are affected by these horrible events.

Furthermore, the experiences of sexual harassment by the victims are positively and significantly related to its effects, with the regression coefficients and *p*-values are 0.37 and 0.00, respectively. These results indicate that the victim’s experiences of sexual harassment have a positive impact on various negative effects. Even though the incidents of harassment have been a long time, i.e. when they were children at school, these experiences are always in their memory.

And, when there is a trigger, for example, a question or see a similar incident, the events they experienced automatically reappear. This can be seen from the respondents’ answers during direct interviews, where they can coherently talk about these events; they still remember when and where the incident occurred, even the perpetrators.

Most respondents expressed fear after realizing that they had been victims of sexual harassment. However, when they do not have this awareness, they tend not to feel these negative effects. Despite their uncomfortable feelings, they are not yet fully aware that they are being sexually harassed. Mawar, a student who experienced sexual harassment while studying in elementary school, said “*A teacher suddenly kissed me on the cheek in his office. I did not know I was a victim of sexual harassment at the time. I already felt uncomfortable being treated that way by my teacher. But, I also did not know what to do. I only realized I was being harassed when I was in senior high school and received materials and courses on sexual education.*”

Furthermore, about the possibility of the experiences causing trauma, she said “*I do not think so. I never remember that incident, unless someone asks. Maybe because it has been a long time. I still remember the incident very clearly, but I feel that right now I am fine and it doesn’t bother me anymore. I am not afraid to see that teacher again, but I chose not to have any contact with him*”.

This was also supported by other sources, namely Santi, who stated that “*I now realize that I was one of the victims of sexual harassment from elementary school to high school. When I was in elementary school, a male teacher touched me, which later I learned that he shouldn’t have done that. Back then, I did not know what happened, I did not know anything was wrong.*” When asked about the experience of sexual harassment in high school, she said “*The harassment I experienced in high school was mostly done by my friends. This is even the hardest thing that I have experienced*”. When asked if these experiences affected her life, she said “*I do not feel that right now. But, I still remember very well how the incident and who the perpetrators were. I just felt uncomfortable and angry at the time of the incident. However, whenever I remember that incident, anger comes back along with my disgust*”

Hasna had an experience of being treated sexually unpleasantly which was more lasting so that it affected her psyche to some extent. She declared “*I was sexually harassed by teachers in elementary and middle schools. Not just once or twice, but it was always repeated. At that time I felt very uncomfortable, angry, scared, and ashamed,*

¹⁹ (Noviana, 2015)

disgusted, and wanted to revolt but didn't dare to do anything." Furthermore, she said, *"I was also sexually harassed by several male friends when I was in senior high school. They were much less polite. These harassments not only physically, but also emotionally"* It is likely the trauma caused by these events, she said *"Yes, of course. I feel like it affects the way I live even today"*.

In addition to the psychological, emotional, and physical impacts, children's achievement and interest in school tend to decline. Interviews with Hasna yield similar results; she stated *"At that time I was reluctant and even rarely went to school for fear that the incident would happen again"*. Meanwhile, Santi said, *"At that time I still went to school, but as much as possible I always avoided the perpetrators"*. Then, Mawar said, *"I was very scared and always felt anxious. But, I still went and studied at school as usual"*. Indeed, sexual abuse cases contribute to children's dropouts. Some literature reveals that victims of sexual harassment, especially girls, can experience trauma and depression. Thus, it causes a decrease in children's readability and interest, school attendance, and decreased academic achievement²⁰. One of the barriers to women's access to education is a case of sexual harassment they experienced²¹. Another study found that girls who were victims of sexual harassment tended to have lower academic performance²².

The factors that cause many cases of sexual abuse experienced by children, especially girls, are among others 1) lack of attention from parents; 2) lack of information on sex education provided to children from an early age, and 3) lack of guidance and attention from teachers. The data description shows that the most common cause of child sexual abuse is a lack of information on early sex education.

Meanwhile, the lack of attention from parents and teachers almost had the same percentage as the cause of sexual harassment, namely 46.25% and 46.87%, respectively. Providing information on sex education from an early age is an important effort to prevent children from sexual abuse. To anticipate unwanted sexual harassment, parents need to provide sex education to their children as early as possible. Early sex education can straighten children's sexual understanding and behavior so that it can be more positive²³. Providing early sex education such as knowledge of sexual organs properly can prevent children from sexual abuse²⁴. A report states that one of the several factors that contribute to sexual harassment due to the lack of sex education received since childhood²⁵.

Furthermore, the analysis of respondents' answers also indicates that most victims of sexual harassment want perpetrators to be punished accordingly. They have become aware of the violation of the law from various incidents of sexual harassment. Supposedly, perpetrators of violence and sexual harassment are punished according to their actions because they are very detrimental to the victims. What's more, the victims are minors and under-age. The results of the data analysis suggest that the majority of respondents express their approval that the perpetrators are rightfully punished appropriately. 91.21% of female respondents answered that they strongly agree that a case of sexual harassment is a violation of the law and the perpetrators should be punished. Then, male respondents who give similar answers are 79.31%. And, not a single respondent (0.00%) states that a case of sexual harassment is not a violation of the law.

Interviews with Mawar, Santi, and Hasna also confirm the questionnaire data, where they unanimously answer that they strongly agree that the perpetrators of sexual harassment are punished severely and firmly. Mawar said, *"They must be punished accordingly so that they are deterred."*

²⁰ Carol E Jordan, Jessica L Combs, and Gregory T Smith, "An Exploration of Sexual Victimization and Academic Performance among College Women," *Trauma, Violence, & Abuse* 15, no. 3 (2014): 191–200.

²¹ A Henok, "The Effect of Sexual Violence on Class Performance among Female Students of Mizan-Tepi University, South West Ethiopia," *J Community Med Health Educ* 5, no. 373 (2015): 711–2161.

²² Yeshimebrat Mersha, Alemayehu Bishaw, and Firew Tegegne, "Factors Affecting Female Students' Academic Achievement at Bahir Dar University," *Journal of International Cooperation in Education* 15, no. 3 (2013): 135–48.

²³ Siti Fatimah, *Perkembangan Anak Pada Masa Golden Age: Didukung Penelitian Ilmiah Dan Panduan Islam* (Surakarta: UNS Press, 2019).

²⁴ Tirtawinata, "Importance of Sex Education since Early Age for Preventing Sexual Harassment."

²⁵ John S Santelli et al., "Does Sex Education before College Protect Students from Sexual Assault in College?" *PLoS One* 13, no. 11 (2018): e0205951.

Further, *Santi said, "They deserve to be punished very severely, especially if the perpetrators are teachers. They should guide us, not harass us"*. Meanwhile, Hasna gives a very thoughtful answer, *"I was not sure they did not even know if their actions were harassing us. I think they should be educated about the importance of respecting the opposite sex. However, if the harassment has led to violence, I agree that the perpetrator should be punished"*.

So, it is inevitable that there should be various legal actions for perpetrators of sexual violence and harassment by remembering the many losses faced by the victims. It comes as no surprise because the consequences experienced by the victim cause a variety of prolonged trauma.

Generally speaking, the various incidents experienced by victims of sexual abuse when they were children remain in their memories even when they are adults. The memory depends on the severity of the abuse experienced by them. The results of interviews and statistical analysis reveal that knowledge and experience of sexual harassment influence their awareness of the negative impacts they may experience. They have made various efforts to prevent similar incidents from happening repeatedly.

Conclusion Remarks

This study explores various experiences of students who were sexually harassed while they were still in school. Their knowledge and experience are linked to the negative effects they may experience into adulthood. The results of the analysis indicate that the majority of victims of sexual harassment in educational institutions are girls. Its number is high. Even so, boys' victims cannot be denied because even though they are small, but their existence also needs very serious attention from various parties, especially the government. The results also reveal that the majority of female students who are sexually harassed mostly happen in schools. Most of the perpetrators of sexual harassment are educators (teachers) although friends, neighbors, and family are also potential to be sexual harassers. Then, the results also reveal the knowledge and experiences of victims to cause various negative impacts in their lives.

To reduce the high number of cases of sexual

abuse in children, several efforts can be made including providing sex education from an early age, sufficient attention from family (parents), teachers (schools), and society. Meanwhile, the impact that most victims feel is psychologically characterized by changes in behavior such as unnatural fear, depression/stress, depression, and trauma.

More comprehensive research on preventing sexual abuse of children in schools is urgently needed, to reduce the various cases of abuse still experienced by children, both girls and boys. The duties and obligations of various parties also need to be studied comprehensively to provide a safe educational environment for children.

Bibliography

- Agustina, Peni Wahyu, and Asri Kusumaning Ratri. "Analisis Tindak Kekerasan Seksual Pada Anak Sekolah Dasar Di Kabupaten Tulungagung Tahun 2017." *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan* 3, no. 2 (2018): 151–55.
- Bahri, Syaiful. "Suatu Kajian Awal Terhadap Tingkat Pelecehan Seksual Di Aceh." *Jurnal Pencerahan* 9, no. 1 (2015).
- Bjørnseth, Ingunn, and Attila Szabo. "Sexual Violence against Children in Sports and Exercise: A Systematic Literature Review." *Journal of Child Sexual Abuse* 27, no. 4 (2018): 365–85.
- Creswell, J W, and D J Creswell. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. United Kingdom, UK." SAGE Publications, Inc, 2018.
- Dartnall, Elizabeth, and Rachel Jewkes. "Sexual Violence against Women: The Scope of the Problem." *Best Practice & Research Clinical Obstetrics & Gynaecology* 27, no. 1 (2013): 3–13.
- Deb, Sibnath, and Kerryann Walsh. "Impact of Physical, Psychological, and Sexual Violence on Social Adjustment of School Children in India." *School Psychology International* 33, no. 4 (2012): 391–415.

- Fatimah, Siti. *Perkembangan Anak Pada Masa Golden Age: Didukung Penelitian Ilmiah Dan Panduan Islam*. Surakarta: UNS Press, 2019.
- Finkelhor, David, Heather Hammer, and Andrea Sedlak. *Sexually Assaulted Children: National Estimates and Characteristics*. US Department of Justice, Office of Justice Programs, Office of Juvenile ..., 2008.
- Henok, A. "The Effect of Sexual Violence on Class Performance among Female Students of Mizan-Tepi University, South West Ethiopia." *J Community Med Health Educ* 5, no. 373 (2015): 711–2161.
- Huraira, Diesmy, Nurur Rohmah, Nuril Rifanda, Kunti Novitasari, Ulya Diena, and Fathul Lubabin Nuqul. "Kekerasan Seksual Pada Anak: Telaah Relasi Pelaku Korban Dan Kerentanan Pada Anak." *Psikoislamika* 12, no. 2 (2015): 5–10.
- Jordan, Carol E, Jessica L Combs, and Gregory T Smith. "An Exploration of Sexual Victimization and Academic Performance among College Women." *Trauma, Violence, & Abuse* 15, no. 3 (2014): 191–200.
- Mahmudah, Umi. *Metode Statistika: Step by Step*. Pekalongan: Penerbit NEM, 2020.
- Mersha, Yeshimebrat, Alemayehu Bishaw, and Firew Tegegne. "Factors Affecting Female Students' Academic Achievement at Bahir Dar University." *Journal of International Cooperation in Education* 15, no. 3 (2013): 135–48.
- Nasrun, Nasrun, and Nani Barorah Nasution. "The Effectiveness of Touch/Don't Touch Technique to Improving the Understanding of Sexual Abuse Prevention for Primary School Students Number 060885 in Medan City." *Indonesian Journal Of Early Childhood Education Studies* 5, no. 1 (2016): 24–28.
- Ningsih, Sri Hennyati Ermaya Sari Bayu. "Kekerasan Seksual Pada Anak Di Kabupaten Karawang." *Jurnal Bidan* 4, no. 2 (2018): 267040.
- Noviana, Ivo. "Kekerasan Seksual Terhadap Anak: Dampak Dan Penanganannya." *Sosio Informa* 1, no. 1 (2015).
- Perempuan, Komnas. "Perempuan Dalam Himpitan Pandemi: Lonjakan Kekerasan Seksual, Kekerasan Siber, Perkawinan Anak, Dan Keterbatasan Penanganan Di Tengah Covid-19." *Journal of Chemical Information and Modeling* 138, no. 9 (2021): 1689–99.
- Probosiwi, Ratih, and Daud Bahransyaf. "Pedofilia Dan Kekerasan Seksual: Masalah Dan Perlindungan Terhadap Anak." *Sosio Informa* 1, no. 1 (2015).
- Rini, Rini. "Dampak Psikologis Jangka Panjang Kekerasan Seksual Anak (Komparasi Faktor: Pelaku, Tipe, Cara, Keterbukaan Dan Dukungan Sosial)." *IKRA-ITH HUMANIORA: Jurnal Sosial Dan Humaniora* 4, no. 3 (2020): 1–12.
- Santelli, John S, Stephanie A Grilo, Tse-Hwei Choo, Gloria Diaz, Kate Walsh, Melanie Wall, Jennifer S Hirsch, Patrick A Wilson, Louisa Gilbert, and Shamus Khan. "Does Sex Education before College Protect Students from Sexual Assault in College?" *PloS One* 13, no. 11 (2018): e0205951.
- Suwandi, Joko, Chusniatun Chusniatun, and Kuswardani Kuswardani. "Karakteristik Kekerasan Seksual Terhadap Anak Perempuan Di Wonogiri Dan Boyolali." *Jurnal Pendidikan Ilmu Sosial* 29, no. 1 (2019): 65–77.
- Tirtawinata, Christofora Megawati. "Importance of Sex Education since Early Age for Preventing Sexual Harassment." *Humaniora* 7, no. 2 (2016): 201–9.

STANDAR PENULISAN ARTIKEL

NO	BAGIAN	STANDAR PENULISAN
1.	Judul	1) Ditulis dengan huruf kapital. 2) Dicitak tebal (bold).
2.	Penulis	1) Nama penulis dicitak tebal (bold), tidak dengan huruf besar. 2) Setiap artikel harus dilengkapi dengan biodata penulis, ditulis di bawah nama penulis, dicitak miring (<i>italic</i>) semua.
3.	Heading	Penulisan Sub Judul dengan abjad, sub-sub judul dengan angka. Contoh: A. Pendahuluan B. Sejarah Pondok Pesantren... 1. <i>Lokasi Geografis</i> 2. <i>(dst)</i> .
4.	Abstrak	1) Bagian Abstrak tidak masuk dalam sistematika A, B, C, dst. 2) Tulisan Abstrak (Indonesia) atau Abstract (Inggris) atau ملخص (Arab) dicitak tebal (bold), tidak dengan huruf besar. 3) Panjang abstrak (satu bahasa) tidak boleh lebih dari 1 halaman jurnal.
5.	Body Teks	1) Teks diketik 1,5 spasi, 6.000 – 10.000 kata, dengan ukuran kertas A4. 2) Kutipan langsung yang lebih dari 3 baris diketik 1 spasi. 3) Istilah asing (selain bahasa artikel) dicitak miring (<i>italic</i>). 4) Penulisan transliterasi sesuai dengan pedoman transliterasi jurnal Musāwa.

NO	BAGIAN	STANDAR PENULISAN
6.	Footnote	<ol style="list-style-type: none"> 1) Penulisan: Pengarang, <i>Judul</i> (Kota: Penerbit, tahun), hlm. Contoh: Ira M. Lapidus, <i>Sejarah Sosial Ummat Islam</i>, terj. Ghufron A. Mas'udi (Jakarta: PT. Raja Grafindo Persada, 1988), 750. 2) Semua judul buku, dan nama media massa dicetak miring (<i>italic</i>). 3) Judul artikel ditulis dengan tanda kutip (“judul artikel”) dan tidak miring. 4) Tidak menggunakan <i>Op. Cit</i> dan <i>Loc. Cit</i>. 5) Menggunakan <i>Ibid.</i> atau نفسه المرجع (Arab). Dicitak miring (<i>italic</i>). 6) Pengulangan referensi (<i>footnote</i>) ditulis dengan cara: Satu kata dari nama penulis, 1-3 kata judul, nomor halaman. Contoh: Lapidus, <i>Sejarah sosial</i>, 170. 7) Setelah nomor halaman diberi tanda titik. 8) Diketik 1 spasi.
7.	Bibliografi	<ol style="list-style-type: none"> 1) Setiap artikel harus ada bibliografi dan diletakkan secara terpisah dari halaman body-teks. 2) Kata DAFTAR PUSTAKA (Indonesia), REFERENCES (Inggris), atau مصدر (Arab) ditulis dengan huruf besar dan cetak tebal (bold). 3) Contoh penulisan: Lapidus, Ira M., <i>Sejarah Sosial Ummat Islam</i>, terj. Ghufron A.M., Jakarta: PT. Raja Grafindo Persada, 1988. 4) Diurutkan sesuai dengan urutan alfabet.

PEDOMAN TRANSLITERASI

Transliterasi Arab-Latin yang digunakan dalam tulisan berbahasa Inggris pada Jurnal *Musāwa* ini adalah literasi model L.C. (*Library of Congress*). Untuk tulisan berbahasa Indonesia, memakai model L.C. dengan beberapa modifikasi.

A. Transliterasi Model L.C.

ح = ḥ	ج = j	ث = th	ت = t	ب = b	ا = -
س = s	ز = z	ر = r	ذ = dh	د = d	خ = kh
ع = ‘	ظ = ḡ	ط = ṭ	ض = ḍ	ص = ṣ	ش = sh
م = m	ل = l	ك = k	ق = q	ف = f	غ = gh
	ي = y	ء = ‘	ه = h	و = w	ن = n

Pendek	a = <u>اَ</u>	i = <u>إِ</u>	u = <u>أُ</u>
Panjang	ā = <u>آ</u>	ī = <u>إِي</u>	ū = <u>أُو</u>
Diftong	ay = <u>إِي</u>	aw = <u>أُو</u>	

Panjang dengan *tashdid* : iyy = إِي ; uww = أُو

Ta’marbūtah ditransliterasikan dengan “h” seperti *ahliyyah* = أهلية atau tanpa “h”, seperti *kulliyya* = كلية ; dengan “t” dalam sebuah frasa (*contract phrase*), misalnya *surat al-Ma’idah* sebagaimana bacaannya dan dicetak miring. Contoh, *dhālika-lkitābu la rayba fih* bukan *dhālika al-kitāb la rayb fih*, *yā ayyu-hannās* bukan *yā ayyuha al-nās*, dan seterusnya.

B. Modifikasi (Untuk tulisan Berbahasa Indonesia)

1. Nama orang ditulis biasa dan diindonesiakan tanpa transliterasi. Contoh: As-Syafi’i bukan al-Syāfi’i, dicetak biasa, bukan *italic*.
2. Nama kota sama dengan no. 1. Contoh, Madinah bukan Madīnah; Miṣra menjadi Mesir, Qāhirah menjadi Kairo, Baghdād menjadi Baghdad, dan lain-lain.
3. Istilah asing yang belum masuk ke dalam Bahasa Indonesia, ditulis seperti aslinya dan dicetak miring (*italic*), bukan garis bawah (*underline*). Contoh: ...*al-qawā’id al-fiqhiyyah*; *Isyrāqiyyah*; *‘urwah al-wusqā*, dan lain sebagainya. Sedangkan istilah asing yang sudah populer dan masuk ke dalam Bahasa Indonesia, ditulis biasa, tanpa transliterasi. Contoh: Al-Qur’an bukan Al-Qur’ān; Al-Hadis bukan al-Hadīth; Iluminatif bukan illuminatif, perenial bukan perennial, dll.
4. Judul buku ditulis seperti aslinya dan dicetak miring. Huruf pertama pada awal kata dari judul buku tersebut menggunakan huruf kapital, kecuali *al-* yang ada di tengah. Contoh: *Ihyā ‘Ulūm al-Dīn*.

ISSN: 1412-3460



1 4 1 2 3 4 6 7