

## SYSTEMATIC LITERATURE REVIEW (SLR): THE EFFECT OF SEXUAL EDUCATION ON DEVIANT BEHAVIOR OF SEXUAL HARASSMENT IN ADOLESCENTS IN THE CAMPUS ENVIRONMENT

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### ABSTRACT

Permendikbud Ristek No. 7 of 2022 explains that the level of education in Indonesia consists of three, namely early childhood education, primary education, secondary education. In addition, separately in Permendikbud No. 3 of 2020 also explains that there is a level of education after secondary education, namely higher education. Education is a process of psychomotor, cognitive, and affective behavior change. With education, it can open insights and develop moral, ethical, and polite behavior. There are cases of sexual harassment at the education level, one of which is in higher education or college which can be caused by a lack of morals and knowledge about sexual harassment. Cases of sexual harassment often occur in the campus environment both in the form of verbal abuse and non-verbal harassment. The need for early sexual education as knowledge and debriefing about sexual harassment and violence. Sexual education is a knowledge that needs to be given to children from an early age about sexual behavior. The purpose of researchers taking this study is to realize the importance of sexual education that starts early as a form of tolerance and prevention of sexual deviant behavior. The research method used by researchers is the Systematic Review (SR) method or can also be called Systematic Literature Review (SLR). With the system of collecting appropriate data and related to the discussion of research from the google scholar database then excluded into 7 national journals. The importance of the role of family, community, educators, government, Sexual Violence Prevention and Handling Officer Unit and sexual education in efforts to prevent sexual harassment.

**Keywords:** *Campus; Education; Abuse; Adolescent; Sexual.*

### INTRODUCTION

Without education, humans will experience a deadlock that will result in instability in the future to survive (Farid and Arif, 2021: 130). Education is a science that must exist in human life that aims to change human behavior in terms of cognitive, affective, and psychomotor. Education is an important process in human life to create quality and competent human resources (Darmawan et al., 2023: 147).

Based on Law No. 20 of 2003 concerning the National Education System, it outlines that education in Indonesia can be obtained through several channels. The first path is formal education, non-formal education, and informal education. In the formal education path, the education is structured and tiered, while non-formal education is also similar, but outside formal education. Finally, informal education that can be done by families and the environment. Specifically, Permendikbud Ristek No. 7 of 2022 explains that the level of education in Indonesia consists of three, namely early childhood education, primary education, secondary education. In addition, separately in Permendikbud No. 3 of 2020 also explains that there is a level of education after secondary education, namely higher education.

In its implementation, education has a purpose. Sujana (2019) explained that the purpose and function of implementing education is to develop the potential abilities of students so that they can become human beings who believe and fear God, have noble character, are healthy, knowledgeable, capable, creative, independent, and become responsible democratic citizens. In addition, its function is

to eliminate the source of people's suffering that comes from ignorance (Sujana, 2019: 30). In society, education also has more specific functions and goals, namely as a forum for socializing, as social control related to different values, as a cultural preservation, as a means of selection to produce qualified labor, as a social change, and an integral part of a society so that it must also function for society (Sujana, 2019: 34-37).

The existence of these functions and objectives then often gives rise to the construction in society, that people who have received education are those who are moral and educated, as taught in it. Herdiana (2023: 103) even explained that the involvement of a child or someone in an educational institution is an ideal thing in society, especially in the context of forming the moral and intelligence of that person. However, in reality the problem is how then in carrying out this role, educational institutions often deviate by becoming a place of legal and moral violations. One of them is the discovery of sexual violence in educational institutions.

Today there are many cases of sexual abuse of children and adolescents. Among teenagers, cases of harassment often occur in a campus environment where the campus or college is a place to study that has a wide social environment. The wide social environment means that there are many teenagers from various cities or can be called overseas children, so that there are free environmental factors.

There have been several cases of sexual violence that have occurred in educational institutions, especially in Indonesia. For example, in the non-formal education path, namely the rape case committed by HW who is a teacher against 13 female students at an Islamic boarding school in West Java (Kompas.com, 2022). In addition, in the formal education path, there is also a case of sexual violence committed by a teacher in a madrasa in North Sumatra against 9 of his students (Kompas.com, 2023). The sexual violence was even committed by the perpetrator while still in the school environment. Not only that, at other levels, such as higher education, sexual violence in the campus environment is also inevitable. One of the cases is a case of sexual violence in the form of harassment committed by the Dean of FISIP Universitas Riau against one of the female students in 2021 (Tempo.co, 2021). The harassment was obtained by the victim when the victim was carrying out final project guidance together with the perpetrator. Not only limited to students or students as victims, there are also cases where the victims are educators. Reporting from BBC.com (2024), one of the cases of sexual violence against educators that has been revealed is harassment committed by the rector of Pancasila University against honorary employees and employees working at Pancasila University. The forms of abuse received by the victim are non-consensual body parts, kissing, and holding the victim's vital organs.

In 2022, quoting from data from the National Commission on Violence against Women, there were 457,895 cases of sexual violence. Of the number of cases that occur, most sexual violence occurs in adolescents aged 18-24 years where at that age is the age of adolescents who occupy the college level. This can occur due to lack of sexual education at an early age. So the importance of sexual education from an early age as a provision and knowledge for the future or adolescents. In line with these cases, Komnas Perempuan (2023) explained that there has been an increase in cases of sexual violence within educational institutions. In 2022, the number of reported cases of violence in educational environments amounted to 12 cases, while in 2023 it increased to 37 cases. In its 2023 Annual Record, Komnas Perempuan (2023) explained that based on the case reports received, there are at least four forms of sexual violence that occur in the educational environment, namely obscenity, rape, verbal abuse, and criminalization.

Sexual violence itself can be understood through various definitions. The first definition relates to penetration activities carried out by men, either using genitals or other objects against women's vital organs and mouths (Rostiawati et al., 2014: 6). The second definition relates to sexual acts through unwanted physical touch to one's body parts (Rostiawati et al., 2014: 6). The third definition relates to words or attitudes that accentuate certain body parts, including threats, recordings, and stalking (Rostiawati et al., 2014: 6). This third definition is often also referred to as harassment. The last definition relates to showing one's sexual organs (Rostiawati et al., 2014: 6).

The discussion of sexual violence in educational institutions is important. One of them is because in educational institutions there can be found greater power possessed by teachers, educators, and seniors who can position students in vulnerability to become victims of sexual violence (Komnas

Perempuan, 2023). This is in line with the findings of previous research which explained that sexual violence in universities often targets groups that structurally have weaker power, not just looking at gender (Elindawati, 2021: 190). Elindawati (2021: 191) explained that this situation was then exacerbated by the patriarchal culture that continues to perpetuate the understanding that women are weaker. At the same time, the tendency of society to blame victims also increasingly makes sexual violence in educational institutions need to get important attention because of the tendency for victims who are reluctant to report or complain for fear of being blamed.

Apart from the vulnerability factor of being a victim, sexual violence in educational institutions is also important to be studied because it is very detrimental to victims. Rostiawati, et al (2014: 27) explained that there are at least four major consequences that can be experienced by victims of sexual violence. First, the consequences or physical losses. This relates to the sexual health of victims who as a result of sexual violence are likely to experience injury and damage to the body. Second, the consequences or losses psychologically or behaviorally. This refers to negative feelings that may arise in victims after violence occurs, such as decreased self-confidence, trauma, depression, fear, and others. Third, namely the consequences or losses financially. This refers to the possible costs that must be incurred by victims in the process of recovering their condition, both physically and psychologically.

In relation to this situation, actually in Indonesia itself various efforts have been made to deal with the situation. One of the policies related to handling sexual violence is through Permendikbudristek Number 30 of 2021 and PMA No 73/2022 concerning the Prevention and Handling of Sexual Violence in Educational Institutions which gives confidence to the public to dare to report their cases to service institutions. The invitation to report is expected to provide hope for protection of victims.

In addition, the establishment of a Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS) placed in each university is also a manifestation of campus attitudes that protect students from sexual violence. Some examples are the UI PPKS Task Force, UGM PPKS Task Force, Unair PPKS Task Force, and many other task forces in universities in Indonesia. That way, preventive measures are equally important. As stated by the Head of Puspeka Kemendikbudristek on the official website of the Ministry of Education and Culture, it was also explained that the prevention and handling of sexual violence cases in universities is a joint task, including in the process of creating a safe environment also requires knowledge related to sexual violence itself. Saimima, et al (2022) in research found that one of the efforts that can be made to increase knowledge related to sexual violence is through counseling and interactive discussions. In addition, giving pocket books made using easy-to-understand language is also another way to ensure that the knowledge provided is not temporary, but sustainable because it can continue to be used.

Knowledge about sexual violence can also be done through the provision of sexual education. Sexual education is information that must be given to young people from an early age regarding how to behave sexually to regulate things that will happen in the future or to avoid deviant ways of behavior such as lewd behavior and sexual violence. Sexual education starts from the family environment, especially parents on the basis of strong religious education. Religion dictates that inappropriate behavior cannot take place without serious consequences, so it must be maintained together with strong evidence to report cases of sexual harassment (Pulido et al., 2021 in Munawir 2022: 882).

Sexual education has several functions including: first, understanding the body and reproductive function to know and understand the body and reproductive function in order to care for and respect its own body. Second, recognize boundaries and privacy to teach about the right to privacy and the right to control one's own body. Third, to prevent sexual abuse and also to provide knowledge about the limits of touching the body so that if something unwanted happens, the child can immediately report the incident. Fourth, to be able to form healthy relationships in the future that can create a good ethical and moral foundation. Fifth, as preparation for puberty so that children can easily face this transformation period.

- The stages or durations of teaching children in sexual education according to their age are:
1. In infants aged 0-24 months, parents gently introduce body parts
  2. In early childhood 2-5 years, parents introduce bodily functions and privacy rights
  3. In children aged 5-8 years, parents introduce puberty and limbs
  4. In children aged 9-12 years, parents introduce sexual behavior and the reproductive process
  5. In 12-adult children, parents need to monitor what activities the child does to prevent sexual abuse

Sexual deviant behavior is a behavior that can harm others, where the person does things aimed at obtaining unnatural sexual pleasure. According to psychology, sexual deviance is sexual behavior that does not conform to social norms or moral values that are common in society. There are several forms of sexual deviance itself, namely adultery, rape, prostitution, homosexuality, lesbians, pedophilia, sodomy, masturbation, exhibitionists, and peepers (Abidin, 2017: 547-550).

The purpose of researchers taking this study is to realize the importance of sexual education that starts early as a form of tolerance and prevention of sexual deviant behavior.

## RESEARCH METHODS

The research method used is the Systematic Review (SR) method or can be known as the Systematic Literature Review (SLR) method which is a deliberate method to collect data from various examinations in accordance with the points to be considered. The procedure to streamline is to collect data from various discussions in accordance with the topic to be discussed.

The Systematic Literature Review (SLR) method is a systematic, explicit, repeatable method for identifying, evaluating, and synthesizing previously studied research. The problems to be discussed by the researcher are identified first by the researcher. Second, researchers look for other research sources or journal references that match the title of the article or related to it. Third, after finding 50 journals, researchers condensed 20 journal related to the title of discussion. After the 20 journals are put together and researched, there are 7 journals that will be discussed according to the title of discussion. At the Systematic Literature Review stage, exclusion and inclusion procedures are depicted in the flow chart in the figure below.

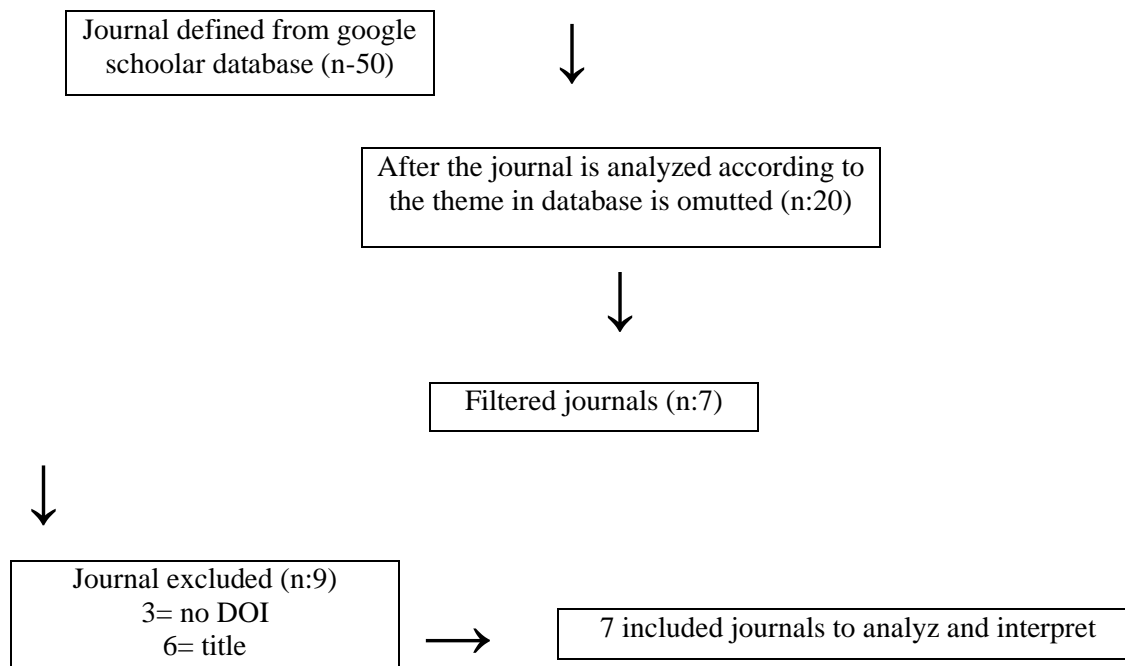


Figure 1. Flowchart using Systematic Literature Review steps

## RESULTS AND DISCUSSION

### Result

Based on journal articles that have been found, similarities were found regarding the definition of sexual violence. The first similarity is in the emphasis that sexual violence is a real act, a direct act of violence involving others in sexual activity (Shamhah, Rinaldo, and Apsari, 2023: 43; Faturani, 2022: 480). The next emphasis is on the element of coercion, the activity is not desired and not approved by the victim, causing negative feelings in the victim (Dewi, 2019: 199; Pasaribu, 2022: 873). Thus, it can be achieved to define sexual harassment as a crime that can harm others and can cause a sense of trauma to the victim. Factors that can cause sexual harassment are due to the lack of education about sexual education from parents, the lack of morals, ethics and manners in these humans, and free environmental factors.

Specifically, the form of sexual violence highlighted in these journal articles is sexual harassment. The main aspect of sexual harassment that is emphasized is the presence of harassing traits which means insulting or looking down on someone. Pasaribu (2022: 873) explained that sexual harassment is a form of discrimination that includes three types of behavior, namely harassment of sex, unwanted sexual attention either through physical or verbal contact, and sexual coercion. In physical sexual abuse, the identification process can be seen through physical signs left behind, such as venereal disease, bruises, and irritation when urinating. In addition, emotional signs can also be observed, for example the presence of excessive fear of certain places or people. Meanwhile, verbal abuse can occur without knowing a specific location, but it is most common on the street, such as *catcalling*. Meanwhile, sexual behavior is all behavior carried out because of the urge of sexual desire, both with the opposite sex and the same sex. The impact of sexual behavior is trauma, depression, pregnancy outside marriage, school dropouts, community pressure, high suicide rates and can cause HIV / AIDS.

One place that is vulnerable to sexual violence in the form of sexual harassment is universities. Faturani (2022: 481) explained that sexual harassment in universities is vulnerable due to the imbalance of power relations, where lecturers who have greater power use certain modes against students, resulting in sexual harassment, both physical and non-physical. Sexual harassment among adolescents that often occurs in the campus environment makes the campus a place that is no longer safe, because there are some individuals who have sexual deviant behavior. Verbal and non-verbal sexual harassment are two types of sexual harassment that are often experienced by female students (Munawir, 2022: 871). One example of verbal sexual abuse is whistling or catcalling of a sexual nature so that the victim feels demeaned, offended and disturbed by the act. While the example of non-verbal abuse is an action carried out with physical touch such as touch and touch that contains the lust of the perpetrator and feels aggrieved and degraded for the victim.

In relation to this situation, it was explained that rules have actually been established to provide protection and legal umbrella for victims who experience sexual harassment in college. One of them is through Permendikbud Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Environments. At the same time, problems regarding sexual violence in universities can also be overcome by providing knowledge related to sexual violence against students (Maulydia and Nisa, 2023: 79). The provision of knowledge and understanding through sexuality education is important because there are still many students who do not understand the form of sexual harassment because the understanding is only partial. For example, the use of sexist terms or sexually suggestive comments that are often not seen as sexual harassment.

Based on these journal articles, it was found that in the process of providing education related to sexual education, there are some general knowledge that is important to discuss. The first is related to the types of sexual violence that can occur in universities which can include verbal, non-physical, physical actions, or through information and communication technology with sexual nuances. Some examples include forms of sexual violence, namely harassing the physical appearance or gender identity of the victim, showing genitals, sexual advances or jokes, sending sexually suggestive

messages, jokes, or images, recording sexually suggestive photos or videos, peeping at victims who are in private spaces, and persuading or threatening to touch, touch, hug the victim's body without the victim's consent, and much more. Information regarding this type of sexual violence can be obtained through Article 5 of Permendikbud Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Environments.

Understanding these types of violence is important, because as found in previous research, there are still students who have difficulty identifying certain incidents as sexual harassment or not (Maulydia and Nisa, 2023: 84). For example, in the context of verbal abuse, there are still students who feel that it is just a joke. In addition, for example, in the learning process, there are lecturers who raise discussions with sexual nuances, but students do not consider this as a form of sexual harassment because of the perpetuation of inequality in power relations that always makes students to silently accept and not fight.

Then, the next important education is related to who is the victim and who is the perpetrator. Often victims do not realize that they are victims because of the limited knowledge they have. Article 1 Paragraph 12 of Permendikbud Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Outlines that victims of sexual violence can be students, educators, educators, campus residents, and other communities in the campus environment who experience sexual violence and suffer losses because of it.

Furthermore, it is also important to know the rights and obligations of victims of sexual violence in the college environment. These rights and obligations are important to know because the imbalance in power relations between victims and perpetrators often makes victims reluctant to report them. This can happen because of shame or fear of being judged due to the persistence of the victim-blaming culture and patriarchy. Article 10 and Article 12 of the Minister of Education and Culture Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Environment outlines that there are several rights that must be fulfilled by policymakers in universities towards victims of sexual violence. Some of them are assistance to victims or witnesses, for example in the form of advocacy or counseling, as well as protection to victims, including guarantees for continuity to complete education if the victim is a student, guarantees for continuity of work if the victim is a worker, protection of identity confidentiality, provision of information related to the rights and obligations of victims, protection from stigma that weakens victims, protection of victims from criminal prosecution by perpetrators, provision of safe space, etc.

In addition to information about victims, knowledge related to perpetrators is also important. Some things to know are that universities are entitled to administrative sanctions against perpetrators. These sanctions can take the form of written reprimands, requests that the perpetrator write a written apology that is published, and reductions in student rights, such as postponement of lectures, revocation of scholarships, and permanent dismissal as students or from office. This knowledge is important so that the entire academic community can consciously and jointly oversee the case being investigated so that the perpetrators get the appropriate punishment.

Not only limited to providing education based on existing regulations and studies around sexual violence, education can also be provided through a religious perspective. For example, through the application of religious courses in universities. Specifically, in Islamic religious education, there is a learning of creed and morals that can be a provision for students in distinguishing reprehensible and irreprehensible behavior to be applied in daily college life.

**Table. 1 Research results of the effect of sexual education using Systematic Literature Review**

No	Title, Researcher, and Year of Reserach	Research Results
1.	The importance of sex education for children as an effort to understand and avoid preventing violence and sexual crimes. (Farid Wajdi and Asmani Arif, 2021)	The results explain that the importance of sex education for children from adolescence to puberty is very large to provide a better understanding and prevent ways of behaving sexual deviants, sexual violence and sexual crimes. As well as in providing sexual education for children, there is a coordinated effort that plays a role, especially from families, communities, teachers, and government.

2.	The Role of Islamic Education in the Prevention of Online Sexual Harassment Among Students. (Munawir Pasaribu, 2022)	The results of the study explained that Islamic religious education strongly opposes someone committing sexual harassment both directly and through social media. Given that sexual harassment does not only occur among students but also occurs among children aged 5-11 years. So that the existence of Islamic Religious Education can provide understanding and direction about sex education in the Islamic order with the aim that adolescents can develop into teenagers who believe and are devoted to Allah SWT., and can maintain their purity and self-honor.
3.	Instilling early childhood manners through family parenting. (Fanny R.S. Sumardi and Heri Yusuf Muslih, 2022)	The results of the study explained that the family is the first education for children. Courtesy is respectful, respectful, and moral behavior. Children who have morals are children who can control their behavior well. And the morality of children depends on formation in the family and community.
4.	Paradigm of Student Understanding of Sexual Harassment in the Campus Environment. (Pinkky Angela Maulydia and Zahrotun Nisa, 2023)	The results of the study explained that there are several factors for women to cause sexual harassment in the campus environment, namely: a) A deeply rooted patriarchal culture in the campus environment. b) There is an unequal power relationship between perpetrators and victims of sexual violence in the campus environment c) Students still need an understanding of sexual education d) No reports of sexual harassment on campus e) Victim-blaming culture on campus f) Lack of student understanding of the forms and processes of sexual harassment in the campus environment.
5.	Catcalling: Jokes, Compliments or Sexual Harassment. (Ida Ayu Adnyaswari Dewi, 2019)	The results of the study explained that sexual harassment is any unwanted sexual behavior. Sexual harassment is generally grouped into 3 main components, namely: sexual coercion, gender harassment and unwanted sexual attention. Some forms of sexual harassment are grouped into 5, namely: physical abuse, verbal abuse, gesture abuse, written or image abuse, and psychological or emotional abuse.
6.	Knowledge, Attitudes, and Perspectives of Students in Preventing Sexual Violence in the Campus Environment. (Hanifiyatus Shamhah, Rinaldo and Nurliana Cipta Apsari, 2023)	The results of the study explained that students have an important role in preventing sexual violence in the campus environment. In addition to having an understanding and knowledge of sexual violence, students also need to have a firm attitude in making decisions related to sexual violence cases in the campus environment so that the policies and rules made by Permendikbud No. 30 of 2021 concerning Handling Sexual Violence in Higher Education Environment can run wisely.
7.	Sexual Violence in the College Environment. (Raineka Faturani, 2022)	The results of the study explained that sexual violence is one of the direct acts of violence. Where the act involves others in unwanted sexual activity, either verbally or actions done by someone to control or manipulate others. There are types of sexual violence in the campus environment, such as delivering remarks containing seduction, jokes or whistles that have sexual nuances to victims. Touching, touching, holding, hugging and kissing without the consent of the victim. There are also sanctions that will be

	given to perpetrators of sexual violence in accordance with the policy of the Minister of Education and Culture No. 30 of 2021.
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## Discussion

The results of research from the seven journals show that the importance of sexual education delivered from an early age as a form of knowledge, debriefing and sexual prevention that will occur in the future and adolescence so that children can take good care of themselves and can avoid deviant behavior. Some cases of sexual harassment and violence in the campus environment can be caused by lack of education about sexual education so that children do not know the limits of sexual harassment and lack of ethical and moral teaching by parents so that children do not have manners towards the opposite sex, which can result in children arbitrarily holding, hugging, and touching the opposite sex. In addition, sexual harassment can also occur due to free environmental factors.

From some of the factors above, there are roles from families, communities, educators, and governments to prevent and reduce the level of sexual harassment. The role of the family in this case is to provide education about sexual from an early age in accordance with religious teachings and monitor children's activities so that deviant behavior does not occur. The role of the community is to make regulations such as limiting visiting hours for women and men who are not husband and wife and monitor the surrounding environment if there is suspicious movement, besides that the community must obey the regulations that have been set. The role of educators in sexual prevention is to provide education, understanding, knowledge related to children's boundaries with the opposite sex. And the role of the government in this case is to make protection policies for victims of sexual harassment and sexual violence experienced.

In addition, students must also have more knowledge and understanding about sexual harassment and violence in order to act decisively regarding it. Students must also have the courage to report acts of sexual harassment and violence to the authorities in the campus environment because within the campus environment there is a policy regulation of the Minister of Education and Culture Number 30 of 2021 concerning the Handling of Sexual Violence in the Higher Education Environment which states that every act degrades, insults, harasses, and/or attacks the body, a person's reproductive function due to imbalances in power relations or gender, which results or may result in psychological or physical suffering will lose the opportunity to carry out higher education safely and optimally.

## CONCLUSION

The importance of sexual education that is taught from an early age as an effort to prevent violence, harassment and sexual crimes. Sexual harassment is an act that can harm others so that victims can become traumatized and depressed. There are several forms of sexual harassment that occur in the campus environment such as verbal and non-verbal abuse. However, some students still do not know more about sexual harassment, so some do not know whether they are victims of sexual harassment or perpetrators of sexual harassment. Various efforts are made as a form of preventing sexual harassment in the campus environment, one of which is the existence of the Sexual Violence Prevention and Handling Officer Unit. In addition to the deployment of the PPKS task force in various universities, there are also other solutions to prevent cases of sexual harassment, starting from the roles of family, community, educators, and government. And with education about sexual education from an early age as a form of debriefing and knowledge for oneself in order to protect themselves well and avoid deviant behavior of sexual harassment. And another solution is to apply religious courses in order to provide education about morals and morals so that students have good morals and morals to all residents in the campus environment. Various solutions and prevention efforts that have been attempted, it is hoped that students can have a firm and courageous nature in dealing with sexual harassment behavior that occurs by reporting directly to the authorities or can report to the PPKS task force on the campus because there are policies in Article 10 and Article 12 of the Minister of Education and Culture Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Environment outlines that there are several rights that must be fulfilled by policymakers in universities towards victims of sexual violence. Some of them are



assistance to victims or witnesses, for example in the form of advocacy or counseling, as well as protection to victims, including guarantees for continuity to complete education if the victim is a student, guarantees for continuity of work if the victim is a worker, protection of identity confidentiality, provision of information related to the rights and obligations of victims, protection from stigma that weakens victims, protection of victims from criminal prosecution by perpetrators, provision of safe space, etc.

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