

Culture-Based Psychoeducational Approach to Anti-Sexual Violence Education in Islamic Higher Education

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Abstract

This article analyzes the culture-based psychoeducation approach to anti-sexual violence education, focusing on the prevention and handling of sexual violence at UIN K.H. Abdurrahman Wahid Pekalongan. This study aims to explore and critique the culture-based psychoeducation approach to strengthen the awareness, knowledge, and understanding of lecturers, students, and staff about sexual violence, and reduce cases of sexual violence. Methodologically, this study uses a case study research method. This qualitative research, the data was obtained through interviews, observations, and documentation, and analyzed through an interactive analysis model. This study involved 25 research subjects, consisting of leaders, lecturers, education staff, and students. The results of this study reveal that the culture-based psychoeducation approach, through counseling and psychological assistance, can build awareness, literacy, knowledge, and understanding of academics about sexual violence. This approach strengthens the capacity of the parties to prevent and handle cases of sexual violence on campus. An important finding of this research is that culture-based psychoeducation is an important instrument for preventing sexual violence and can create a safe, peaceful, and anti-sexual violence campus environment and culture. The theoretical contribution of this study is that culture-based psychoeducation in the context of anti-sexual violence education can reduce, prevent, and handle sexual violence. The novelty of this research is the use of cultural values in the implementation of effective psychoeducation in preventing and handling sexual violence. Practically, this study provides a model that can be adapted by similar institutions in dealing with sexual violence.

Keywords: Psychoeducation, Sexual Violence, Prevention of Sexual Violence, Anti-violence education

Abstrak

Artikel ini menganalisis pendekatan psikoedukasi berbasis budaya untuk pendidikan anti kekerasan seksual, dengan fokus pada pencegahan dan penanganan kekerasan seksual di UIN K.H. Abdurrahman Wahid Pekalongan. Penelitian ini bertujuan mengeksplorasi dan mengkritisi pendekatan psikoedukasi berbasis budaya untuk memperkuat kesadaran, pengetahuan, dan pemahaman dosen, mahasiswa, dan pegawai tentang kekerasan seksual, serta mengurangi kasus kekerasan seksual. Secara metodologi, kajian ini menggunakan metode riset studi kasus. Riset kualitatif ini, data-datanya diperoleh melalui wawancara, observasi, dan dokumentasi, serta dianalisis melalui model analisis interaktif. Kajian ini melibatkan 25 subyek riset, terdiri dari pimpinan, dosen, tenaga kependidikan, dan mahasiswa. Hasil penelitian ini mengungkap bahwa pendekatan psikoedukasi berbasis budaya, melalui konseling dan pendampingan psikologis, dapat membangun kesadaran, literasi, pengetahuan, dan pemahaman sivitas akademika tentang kekerasan seksual. Pendekatan ini memperkuat kapasitas para pihak untuk mencegah dan menangani kasus kekerasan seksual di kampus. Temuan penting riset ini adalah bahwa psikoedukasi berbasis budaya merupakan instrumen penting pencegahan kekerasan seksual dan dapat menciptakan lingkungan dan kultur kampus aman, damai, dan anti kekerasan seksual. Kontribusi teoritis penelitian ini adalah psikoedukasi berbasis budaya dalam konteks pendidikan anti kekerasan seksual dapat mengurangi, mencegah, dan menangani kekerasan seksual. Novelty riset ini adalah penggunaan nilai-nilai budaya dalam pelaksanaan psikoedukasi efektif dalam pencegahan dan penanganan kekerasan seksual. Secara praktis, kajian ini menyediakan model yang dapat diadaptasi lembaga sejenis dalam mengatasi kekerasan seksual.

Kata kunci: Psikoedukasi, Kekerasan Seksual, Pencegahan Kekerasan Seksual, Pendidikan anti kekerasan

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BACKGROUND

Sexual violence on campus is a crucial problem in the world of education. This global phenomenon needs to be resolved with systematic, strategic, and sustainable actions. Sexual violence affects the physical and mental health of students (Kilimnik & Meston, 2019; Tyson, 2019), and damages the academic climate to create a quality learning culture, so that it can reduce academic achievement (Jordan et al., 2014). Based on reports, there were 53 percent of sexual violence from 2,369 cases of violence that occurred (Napitupulu, 2023). The issue of sexual violence is increasingly receiving serious attention along with the increasing reports of sexual violence in various universities (Komnas Perempuan, 2020). Universities are morally and legally responsible for building a safe, fair, and friendly learning environment for all campus residents.

In the context of anti-sexual violence education, UIN K.H. Abdurrahman Wahid Pekalongan is interested in studying in more depth. This campus already has a basic policy as an inclusive campus; gender-responsive, zero violence, anti-sexual violence, friendly to the disabled, humanitarian campus, and friendly to cultural diversity (Fadhilah, 2022). However, anti-sexual violence education policies still need to be optimized in the context of implementing effective programs, strategies, and sustainability for preventing sexual violence on campus. A culture-based psychoeducational approach, which combines education, counseling, and psychological aspects, referring to local norms, values, and traditions, offers the potential to address the gap in sexual violence by increasing students' awareness, knowledge, and understanding of sexual violence, as well as providing skills to prevent and deal with sexual violence (Elliott, 2010).

Experts have widely conducted studies on the issue of sexual violence in Higher Education. However, research examining anti-sexual violence education through a psychoeducational approach is still minimal. The combined approach of education and psychology collectively for systematic prevention of sexual violence in higher education is still limited (Banyard et al., 2007; DeGue et al., 2014). The majority of research conducted on the history of sexual violence (Jessup-Anger et al., 2018), anti-sexual violence policy and science development (McMahon, 2008), social impact (Sulistyaningsih & Faturochman, 2002), trauma (Miller et al., 2015), and mental health (Bentivegna & Patalay, 2022). This study aims to fill the gap in the analysis of sexual violence education with a culture-based psychoeducation approach, namely a combination of education, psychological support, and practical skills training based on cultural values for the prevention of sexual violence at the State Islamic University (UIN) K.H. Abdurrahman Wahid Pekalongan.

This study aims to analyze anti-sexual violence education through a culture-based psychoeducation approach, to increasing awareness and understanding of academics about sexual violence, as well as reducing and preventing sexual violence on campus. This study identifies supporting and inhibiting factors in the implementation of psychoeducation programs and provides practical recommendations for the development of more effective policies and programs for anti-sexual violence education. The novelty of this study lies in the use of a culture-based psychoeducational approach to anti-sexual violence education. Through culture-based psychoeducation, this study offers a new perspective on preventing sexual violence on campus through cultural values, with the hope of creating a safe learning environment (Carmody, 2009). This study argues that culture-based psychoeducation can prevent sexual violence in higher education. This argument is based on the theory that sociocultural values influence and control human behavior (Hirschi, 2015; Tzuriel & Tzuriel, 2021).

This study of anti-sexual violence education uses a qualitative approach through the tradition of case study research. This study attempts to analyze the culture-based psychoeducation approach to prevent sexual violence at UIN K.H. Abdurrahman Wahid Pekalongan. The focus of the research is anti-sexual violence education through a culture-based psychoeducation program. The campus community cannot be separated from its cultural, religious, and social values (Hirschi, 2015).

UIN K.H. Abdurrahman Wahid Pekalongan was chosen as the research location because it has a vision of producing and developing knowledge for humanity based on the nation's culture. The research location already has basic policies and programs for preventing and handling sexual violence in a structured manner. Institutionally, this campus has a Center for Gender and Child Studies, an Equal Service Unit, and a Sexual Violence Prevention and Response Team. In the last 4 years, it has handled primary cases related to sexual violence committed by campus residents. The institution has the main task of anti-sexual violence education, preventing and responding to sexual violence. Compared to other campuses, this campus received two awards, namely recognition as a Top Ranking Gender Responsive Higher Education (Perguruan Tinggi Responsif Gender, PTRG) and PTRG in the Best Gender Responsive Service and Advocacy category in 2022.

This study relies on primary and secondary data. Data collection techniques were obtained through interviews, observations, and documentation. Primary data were obtained through in-depth interviews with campus administrators, students, lecturers, and employees who were directly involved in the psychoeducation program. This study involved 25 research subjects, consisting of leaders, lecturers, education staff, and students. The interview technique used was a semi-structured interview to allow flexibility in exploring data related to sexual violence issues. Interviews were conducted 1 to 3 times. Observations were used to observe, understand, and see the planning, implementation, and evaluation of sexual violence prevention programs, either through mentoring, consultation, or training. Secondary data was obtained from documents; books, journals, policy documents, programs, training materials, and reports on sexual violence prevention activities.

Data validity was carried out through strategies; triangulation of data sources and triangulation of methods. Triangulation of data sources is done by comparing information obtained from various informants and documents. Triangulation methods involve the use of various data collection techniques, such as interviews, observations, and document analysis. Data analysis is done through interactive model analysis (Miles, 1994). Procedures and stages of data analysis, through: (1). Data reduction, namely managing, simplifying, and organizing complex data to be more focused; (2). Data presentation, namely compiling organized data so that it is easy to understand and analyze further; (3). Conclusion Drawing/Verification, namely drawing conclusions from the patterns found and verifying the findings, with a thematic analysis approach (Braun & Clarke, 2006).

Culture-Based Psychoeducational Approach for Preventing & Handling of Sexual Violence

Prevention and handling of sexual violence through a culture-based psychoeducation approach at UIN K.H. Abdurrahman Wahid Pekalongan, based on field findings and critical reading of relevant theories, can be divided into three parts, namely aspects of increasing awareness and literacy about sexual violence; implementation of a culture-based psychoeducation program for the prevention and handling of sexual violence; and challenges and obstacles in implementing culture-based psychoeducation.

Increasing Awareness and Literacy of Sexual Violence

An important strategy to resolve sexual violence on campus can be achieved through three paths, namely building awareness, prevention, and appropriate handling (Noble & Renn, 2021). Based on field findings, increasing awareness and literacy related to sexual violence in the UIN K.H. Abdurrahman Wahid Pekalongan environment is carried out through various educational campaigns that are relevant to religious values, social norms, and culture. For students, building awareness of sexual violence begins as new students. In the Introduction to Academic and Student Culture Activity, students are introduced to sexual violence literacy from an early age, including concepts, forms, impacts, and dangers for both mental health and achievement. Nabiq, a 2nd-semester student, admitted:

“We are given insight into a zero-violence campus. Violence in all forms is prohibited. Students are provided with good preparation for studying at the UIN Gus Dur campus, starting from an introduction to the campus vision and profile, which is no less important regarding national insight and religious moderation. There is also an inclusive campus, a campus that prioritizes the humanitarian aspect. This campus does not allow for any form of sexual violence. There is a special session introducing the Center for Gender and Child Studies, which focuses on the campus campaign against sexual violence. The speaker introduced the concept of gender mainstreaming, anti-violence education, prevention, and handling of sexual violence.” (Nabiq, February 2024).

The importance of awareness of the dangers of sexual violence for students is not only given during the campus introduction period but also at the beginning of lecture orientation. The position of students is very important in preventing sexual violence. Students are important agents in anti-violence education (Banyard, Moynihan, & Crossman, 2009). For lecturers and education personnel, increasing awareness of sexual violence is also carried out routinely. Permendikbutristek Number 30 of 2021 concerning Prevention and Handling of Sexual Violence in the Higher Education Environment, Rector's Decree Number 773 of 2020 concerning Guidelines for Prevention and Handling of Sexual Violence at UIN K.H. Abdurrahman Wahid Pekalongan is socialized massively, through routine meetings, seminars, discussions, and every preparation and evaluation of lectures. PTRG National Network periodically organizes issues of violence, especially sexual violence on campus (Imam K, March 2024).

Building awareness and strengthening literacy of sexual violence, PSGA, and the PPKS Team regularly conduct campaigns and socialization of gender-responsive and zero-violence campuses. An important activity in this section is the socialization of zero-violence campuses. The Head of the PPKS Team, Dewi said:

“The campus should oversee a peaceful, friendly, and anti-violence educational environment. The basic rights of the academic community need to be protected. The right to get recognition, comfortable learning, not to be intimidated, not to be bullied, not to experience violence, not to be sexually harassed, and so on. To create a supportive academic atmosphere, all campus residents must understand, realize, and have the same thoughts and attitudes. It takes a shared awareness that the campus must be zero sexual violence.” (DA, March 12, 2024).

This literacy is important to grow and increase awareness of all parties; students, lecturers, and staff about the prevention of sexual violence. Awareness is carried out through seminars, workshops, and panel discussions involving experts and practitioners who are competent in the field of strengthening gender justice. The aspect of gender mainstreaming is the foundation for all sexual violence prevention programs

(Newlands & O'Donohue, 2016). Shared awareness is also fostered through curriculum integration with academic activities. UIN K.H. Abdurrahman Wahid Pekalongan has had a gender-based curriculum design, semester learning plans, and research and community service agendas with a focus on Sexual Violence issues.

Implementation and Impact of Culture-Based Psychoeducation

Policies and programs to prevent sexual violence are evidence of the campus's attention to important issues that must receive serious attention. At UIN K.H. Abdurrahman Wahid Pekalongan, various efforts have been made to create a safe environment free from sexual violence. Creating a comfortable campus that guarantees basic rights and upholds humanity is the mission of an Islamic campus (Kanafi/IK, 2024). The efforts made by PSGA through the Integrated Service Unit are to carry out prevention, recovery, and action. The Head of PSGA, Fadhilah, said that there are 3 main programs carried out, namely prevention, recovery, and prosecution of perpetrators or legal aid advocacy. The main program is supported by integrated services, namely counseling and psychosocial services, health services, legal services, and religious services (Fadhilah, March 23, 2024).

The culture-based psychoeducation program does not only stop at providing information but also encourages the active participation of the entire academic community. In seminars, workshops, training, and mentoring based on cultural values to prevent and handle sexual violence, participants are allowed to share experiences, ask questions, and discuss concrete solutions to prevent sexual violence on campus. Fadhilah explained the campus anti-sexual violence program, according to her:

“We continue to fight so that our campus is free from violence, especially against women. The programs that we have prepared massively for gender mainstreaming, and specifically campaign for the prevention, elimination, action, and handling of sexual violence. PSGA has conducted seminars, discussions, conferences, training, research, and empowerment related to anti-sexual violence issues on campus. This activity is ensured to prevent the occurrence of behavior and victims of sexual violence. The PSGA Network throughout Indonesia also holds a national webinar every two weeks regarding gender justice and anti-violence issues. This step is taken to campaign for an anti-violence campus.” (NF, March 25, 2024).

According to Fadhilah, in addition to the above activities, along with technological advances, UIN K.H. Abdurrahman Wahid Pekalongan utilizes social media, the internet, and online platforms to strengthen and expand the reach of the anti-sexual violence campaign. Educational content such as infographics, videos, and articles are published regularly to keep awareness of the importance of this issue alive in the campus community.

The statement of commitment to anti-sexual violence is also an integral part of prevention efforts at UIN K.H. Abdurrahman Wahid Pekalongan. PSGA has a zero-violence campus socialization program. At the beginning of each lecture, the PSGA team conducts a road show to build awareness and increase literacy, knowledge, and the capacity of lecturers to participate in realizing anti-violence education, including sexual violence. Nisngsih Fadhilah, the head of PSGA explained:

“At the beginning of each lecture, we remind all lecturers about the zero violence campus. The PSGA team takes turns assisting the faculties. This activity is routine and integrated with the evaluation schedule and lecture preparation. On this occasion, we also take advantage of sharing ideas, absorbing aspirations and important input, for future improvements. This joint upgrading and

awareness usually ends with a joint signature, as a statement of commitment to a campus with zero sexual violence” (NF, March 22, 2024).

According to Fadhilah, the statement of commitment is still limited to administrators and lecturers, not all academics. The Head of PSGA UIN K.H. Abdurrahman Wahid initiated the idea of being able to involve all elements, including students. However, during every Introduction to Academic and Student Culture (PBAK), or new student orientation, the campus carries out a peaceful, comfortable, tolerant, and anti-sexual violence campus campaign. (NF, March 22, 2024). are required to sign this statement as a sign of personal commitment not to be involved in acts of sexual violence. In addition, this commitment is also reinforced by firm internal policies. The campus has set clear sanctions for perpetrators of sexual violence, as well as providing protection and support for victims. This is expected to create a deterrent effect and provide a sense of security for the entire academic community. In order to strengthen the gender-responsive and anti-violence campus, the campus has prepared the Gender Responsive Learning Design, 2022. This activity dissects and re-structures the curriculum that supports gender justice, respect for gender, and disability. The Vice Chancellor for Academic Affairs when opening the Gender Responsive Learning Design Preparation Workshop, said:

“UIN Gus Dur is a humanist campus. A campus that respects differences and humanity. There should be no violence on campus. This gender-responsive learning design activity is a strategic step to ensure that every academic community is respected and their basic rights are fulfilled. This event is real evidence that anti-violence and gender injustice should not occur in learning on campus. The campus strives for the tri dharma activities of higher education, especially the learning aspect must be gender-friendly, women-friendly, and humanistic. No one should be treated unfairly from the start of the learning design.” (MA, April 2022).

In the context of sexual violence, PSGA has prepared an anti-violence Curriculum and Semester Learning Plan (Rancangan Pembelajaran Semester, RPS) which is integrated into various study programs at UIN K.H. Abdurrahman Wahid Pekalongan. Courses that discuss issues of gender, human rights, and prevention of sexual violence are part of the compulsory curriculum in several study programs. In this course, students are taught about the basic concepts of sexual violence, its impacts, and prevention strategies. This approach is expected to form a comprehensive and critical understanding among students about the importance of preventing sexual violence. Gender-responsive learning is also a major focus in efforts to create a zero-violence campus. UIN K.H. Abdurrahman Wahid Pekalongan strives to create an inclusive learning environment that is responsive to gender issues. Lecturers are given special training to integrate gender perspectives into their teaching methods. This aims to avoid gender bias in the learning process and create a safe and comfortable classroom for all students, regardless of gender issues. The following is a table of sexual violence prevention programs:

Table 01
 Sexual Violence Prevention Program

No	Activity	Form	Period/year
1	Gender Responsive Campus and Zero Violence Campaign	Academic and Student Culture Provision	2021, 2022
		Learning Preparation Briefing	Every semester
2	Statement of Non-Violence Commitment	Filling out the Anti-Violence Integrity Pact for Lecturers	Every semester
3	Integration of Gender Equality and Social Inclusion in Education	Gender Responsive Learning Workshop	2022
		Developing Gender Responsive Curriculum and Lesson Plans	2021
4	Integration of Gender Equality and Social Inclusion in Research and Publication	Integrated research guidelines with gender issues, research and dissemination, book chapters on gender and children, gender studies journals in the Muwazah Journal	Periodic Schedule
5	Integration of Gender Equality and Social Inclusion in the field of Community Service	Thematic KKN on Prevention and Handling of Sexual Violence, KKN on Prevention of Child Marriage in Petungkriyono, KKN on Women-Friendly and Child-Caring Villages, Empowerment on Marriage Guidance from a Mubadalah Perspective	Periodic Schedule
6	Anti-Violence Education/Campaign (Online and Offline)	Workshop, discussion, conference, social media, infographic, ig, fb, youtube, gender ambassador, gender point vocal school	Periodic Schedule

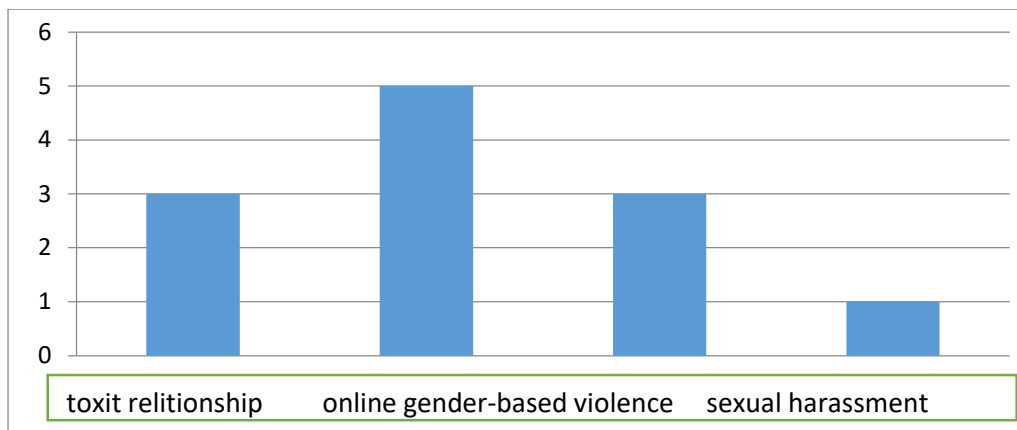
Data processed from various sources

The prevention program carried out by PSGA is an initial design in preventing sexual violence on campus. UIN K.H. Abdurrahman Wahid Pekalongan's efforts in preventing sexual violence show a strong commitment to creating a safe and violence-free academic environment (Fadhilah, 2022). Through the socialization of a zero-violence campus, a statement of commitment against sexual violence, integration of an anti-violence curriculum and RPS, and gender-responsive learning, it is hoped that a truly zero-violence campus can be realized. These steps are not only useful for preventing sexual violence but also for shaping the character of students who respect human rights and gender equality and can contribute positively to society. Sexual violence prevention programs that are carried out in a varied manner over a long time will have a more massive and long-term impact than short psychoeducation programs (Jouriles et al., 2018). UIN K.H. Abdurrahman Wahid Pekalongan is improving knowledge, skills, and self-defense programs to combat sexual violence. Referring to the results of studies at various universities, this type of program is very effective in preventing sexual violence (Senn et al., 2018).

In the context of prevention, the culture-based psychoeducation program at UIN K.H. Abdurrahman Wahid Pekalongan has succeeded in increasing the awareness of lecturers and students about the early signs of sexual violence and the steps that can be taken to prevent it. Through seminars and workshops, students are given information about basic rights, how to report sexual violence, and the importance of looking after each other among friends. The psychoeducation program emphasizes the urgency of changing religious values, and social and cultural norms that support or tolerate sexual violence. Building an anti-violence culture and climate is the key to preventing sexual violence (Dills et al., 2016). Lecturers and students are invited to be critical and challenge the behavior of sexual violence and exploiting the weak.

However, the implementation of culture-based psychoeducation to create a gender-responsive campus and zero sexual violence still leaves problems and complaints from campus residents regarding sexual harassment, sexual violence, and gender inequality issues. The study also showed that, although effective in preventing rape, there is no evidence related to reducing cases of sexual violence (Breitenbecher, 2000). Based on the PSGA report, the following is data on complaints at UIN K.H. Abdurrahman Wahid Pekalongan.

Diagram 01:
Complaint Data



PSGA Report, 2022

Based on the Diagram 01, complaints of various cases of violence and gender problems are 2 cases of toxic relationships, 5 cases of online gender-based violence, 3 cases of sexual harassment, and 1 case of health and psychological disorders. For these various complaints, PSGA and the Sexual Violence Prevention and Handling Working Group (Pencegahan dan Penanggulangan Kekerasan Seksual, PPKS) have resolved and handled them from legal, social, and psychological aspects. Through psychoeducation, UIN K.H. Abdurrahman Wahid Pekalongan strives to carry out early prevention through education, literacy, and integrated psychological support. The following is a diagram of the procedures and flow of resolving cases of sexual violence at UIN K.H. Abdurrahman Wahid Pekalongan.

Diagram 02
Sexual Violence Resolution Process

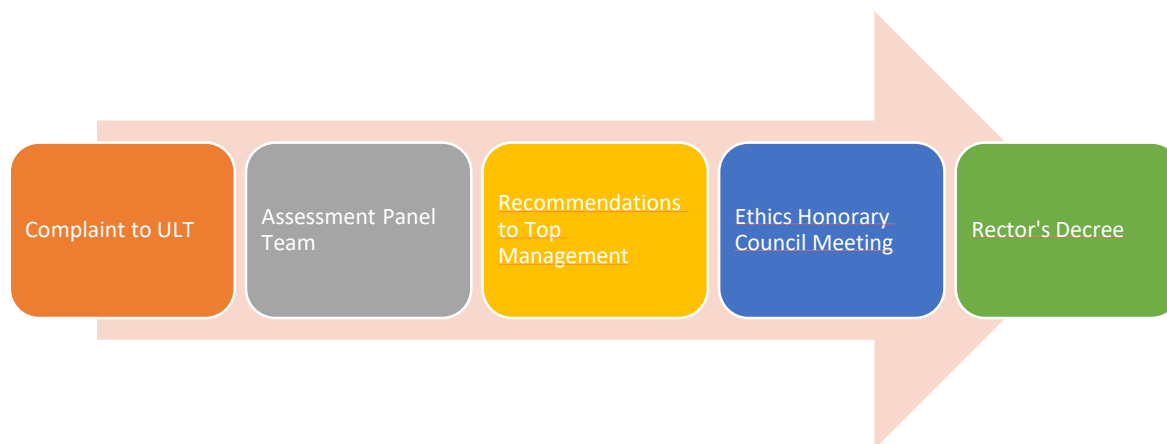


Diagram 02 shows that the flow of sexual violence complaints can be done through the stages of complaints to the ULT (*Unit Layanan Terpadu*, Integrated Service Unit), processed through the Assessment Council Team, Recommendations to the leadership, ethics council hearings, and the rector's decision. Handling sexual violence is the main focus of the anti-sexual violence education psychoeducation program. UIN K.H. Abdurrahman Wahid Pekalongan has developed a victim-friendly reporting system, where students can report incidents of sexual violence anonymously or with assistance. This reporting process is designed to protect the privacy and security of victims and ensure that reports are handled seriously and immediately. The PPKS Working Group also provides access to counseling services and legal support for victims of sexual violence.

The sexual violence handling system includes transparent and fair investigation and disciplinary procedures. The PPKS Working Group Team consisting of leaders, psychology, law, religion, and campus administrators is assigned to handle cases of sexual violence. In practice, the handling of sexual violence cases is carried out with various settlement approaches. Handling refers to applicable guidelines. However, in the context of the psychoeducation program, cultural aspects such as religious, cultural, and family values are the main methods. Cases involving SS lecturers, for example. SS committed harassment against MT, as reported with case register Number: 001/In.30/L.I.3/PP.08/11/2022. The counseling and education approach, involving psychologists from the Sexual Violence Prevention and Handling Team, succeeded in resolving this case by delving into the understanding, culture, and religious values embraced by the perpetrator and victim.

Likewise in the case involving the perpetrator GG and the victim SK. The case with case register Number: 004/In.30/L.I.3/PP.08/11/2022., was resolved with various approaches, namely strengthening literacy, awareness, and most importantly making religious values a solution to solving problems. This culture-based psychoeducation approach aims to provide justice for victims and ensure that perpetrators of sexual violence receive appropriate sanctions. With a structured and responsive system, UIN K.H. Abdurrahman Wahid Pekalongan strives to create an environment that does not tolerate sexual violence and provides full support to victims.

Cases of sexual violence are sensitive cases. If this problem is not resolved properly, the parties, especially victims of sexual violence, will experience social, psychological, and traumatic impacts. The psychological impact of sexual violence on victims is very significant and complex. Victims often experience deep trauma, including anxiety disorders, depression, and post-traumatic stress disorder (Miller et al., 2015). The culture-based psychoeducation program at UIN K.H. Abdurrahman Wahid

Pekalongan pays special attention to these impacts by providing psychological support through individual and group counseling sessions. This counseling is designed to help victims overcome trauma, develop healthy coping mechanisms, and restore their psychological well-being.

However, providing counseling services alone is not enough. Social support from the surrounding environment is also very important for the victim's recovery process. The psychoeducation program seeks to build a support network among students and teaching staff, creating a community that cares and is responsive to the needs of victims of sexual violence. It is important to continue to raise awareness and understanding of the psychological impacts of sexual violence in the campus community so that all members can contribute to supporting victims and preventing future sexual violence.

In the context of psychoeducational programs for the prevention of sexual violence, leaders, both institutions and colleagues, have strategic roles and positions (Waterman et al., 2021), including leaders who emerge from among women (Edwards et al., 2022). The leadership policy in preventing sexual violence on campus is an institutional effort to build a safe and anti-violence learning environment, as well as being a role model, pioneer, and inspiration for other institutions. Islamic Religious Colleges need to be at the forefront of preventing sexual violence. Policies taken by campus leaders must be based on normative rules that refer to government regulations, religious values, and social norms. Values that emphasize the importance of maintaining honor, dignity, and human rights (Al-Shatibi, 2003), directly support the prevention of all forms of sexual violence. On the other hand, social norms that value equality and justice also need to be internalized through psychoeducational policies and programs that can foster critical awareness of sexual violence. Leaders, with policies based on the principles of religious, and social values, and the basic rights of academics, can create a campus culture that is responsive, inclusive, and has integrity in preventing sexual violence.

Challenges and Barriers to Psychoeducation for Preventing Sexual Violence

The psychoeducation program at UIN K.H. Abdurrahman Wahid Pekalongan shows that systematic, integrative, and comprehensive anti-sexual violence education can build awareness about sexual violence. Participants in culture-based psychoeducation experienced an increase in a more complete and in-depth understanding of the definition, forms, impacts, prevention, and handling of sexual violence. The culture-based psychoeducation approach emphasizes the importance of education that is sourced from and integrated with the participants' social, religious, and cultural values. This program not only delivers theoretical information but also facilitates discussions and practical exercises that help lecturers, students, and education personnel recognize and prevent sexual violence. These results are consistent with the literature that emphasizes that effective anti-sexual violence education must include elements of in-depth and ongoing education (Banyard et al., 2007; DeGue et al., 2014).

The effectiveness of this program is not without challenges. Challenges in preventing sexual violence depend on the context, culture, and community (Payne, 2008). Some students may face obstacles in internalizing the material presented, especially if they come from different cultural backgrounds and values about sexuality and sexual violence. Therefore, psychoeducational programs need to be sensitive to the cultural and social contexts of the students. In addition, continuous evaluation is needed to ensure that the knowledge, awareness, and skills acquired by the academic community are applied in carrying out the tri dharma of higher education.

The management of the UIN K.H. Abdurrahman Wahid Pekalongan campus acknowledges that the implementation of anti-sexual violence education is not free from challenges and obstacles. Understanding of all parties Limited resources, both in terms of trained professionals and funding, are significant

obstacles. Social stigma related to sexual violence is still a problem that must be overcome (Gibson & Leitenberg, 2001; Mas'udah, 2022; Mellen & Hatzenbuehler, 2023). Some students may be reluctant to report incidents or seek help because they fear stigma and negative reactions from their surroundings; lecturers, friends, and also leaders. On that basis, planned, systematic, and sustainable actions are needed to overcome negative stigma and increase institutional support for psychoeducation programs.

Analysis of Culture-Based Psychoeducation for Anti-Sexual Violence Education

Field findings show that the culture-based psychoeducation approach can improve conceptual understanding, of forms, dangers, and impacts of sexual violence, thereby increasing critical awareness. Through the culture-based psychoeducation program, the academic community is served systematically in dealing with sexual violence. Students, lecturers, and staff receive adequate education, psychology, and counseling services on the prevention and handling of sexual violence. Although the culture-based psychoeducation approach is considered an effective method, there are challenges and obstacles in its implementation. Starting from the lack of professional human resources, limited understanding, stigma and sensitive issues, funding, participation, and support from various parties.

The culture-based psychoeducation approach has a significant impact on building awareness of sexual violence at UIN K.H. Abdurrahman Wahid Pekalongan. Referring to the latest education and counseling service model (Nelson-Jones, 2014), culture-based psychoeducation is one of the solutions to solving the problem of sexual violence on the UIN K.H. The story of Abdurrahman Wahid Pekalongan. The simultaneous integration of psychological, counseling, and educational aspects (Miller et al., 2015) supported by the religious, social, and cultural values of the local community (Hirschi, 2015; Tzuriel & Tzuriel, 2021), makes the goal of preventing and handling sexual violence achievable.

In the last three years, sexual violence has been rampant and has emerged on social media. This condition strengthens the thesis that there has been an increase in cases of sexual violence in several universities (DeGue, 2014). In the context of UIN K.H. Abdurrahman Wahid Pekalongan, cases of sexual violence and harassment involve lecturers, students, and employees, either as victims or perpetrators. The psychoeducation program is the right mitigation step. A collaborative approach, elements of education, psychology, and counseling, to understand and handle sexual violence (Suhadianto & Ananta, 2023). Handling the problem of sexual violence based on strengthening individual literacy, knowledge, and awareness (Masruroh et al., 2022), will foster deeper and more effective awareness (Dewi et al., 2018; Juarni, 2020; Sulistiyowati et al., 2018).

The success of psychoeducation is highly dependent on the implementation and local cultural context. UIN K.H. Abdurrahman Wahid Pekalongan and in many places, the implementation of psychoeducation programs is often only in the form of discussions, seminars, conferences, or workshops, which are carried out occasionally. Programs like this are not enough to systematically change behavior, attitudes, or changes in conditions. It takes an innovative program that is adaptive to needs (Levant, 2012). Psychoeducation that is not adaptive or contextual to local culture is very likely to fail. Psychoeducation becomes effective if it is carried out based on the principles of knowledge, procedural, innovation, and contextual to culture (Miller et al., 2015). This approach can be developed and adapted by similar institutions that have cultural characteristics.

Culture-based psychoeducation is a contextualization of education that is based on the traditions, values, and culture of participants. This approach bridges the criticism of psychoeducation that has been running so far. Based on culture, psychoeducation can prevent sexual violence, protect against mental and

physical health disorders, and damage the academic atmosphere (Jordan et al., 2014). Armed with social and religious values believed by participants, the process of internalizing the transfer of knowledge, values, and regulations for preventing sexual violence will be more easily accepted. Thus, culture-based psychoeducation protects academics from sexual violence and forms a more peaceful, safe, and responsive campus culture for the weak (Bridges et al., 2015). Innovations in psychoeducation programs that are based on culture have been proven to increase the knowledge, awareness, and skills of lecturers, students, and staff in understanding, preventing, and handling sexual violence.

Leadership of Islamic Educational Institutions for the Prevention of Sexual Violence

Leaders have a responsibility to create zero violence in their institutions. In the educational environment, leadership has an important and strategic role in forming an anti-sexual violence educational culture. Effective leadership in Islamic educational institutions is able to formulate systemic and sustainable strategies (Nurdin, 2019; Shofiyah et al., 2023), not only based on formal regulations, but also rooted in the values of Islamic teachings, ethics, and morality. Here, leaders of educational institutions function as catalysts for cultural change, which strengthens anti-violence norms by involving the commitment of the entire academic community, including educators, staff, and students. Strong leadership must be able to instill awareness of the importance of religious goals that emphasize the protection of human life, honor, and dignity (Fadhli, 2018), which is the basis for preventing sexual violence.

In the context of Islamic values, which are the basis of Islamic educational institutions, sexual violence is seen as a serious violation of human rights and an ideal social order. Through the role of leaders, Islamic educational institutions need to strengthen the culture-based psychoeducation approach to prevent sexual violence by integrating Islamic principles that prioritize justice (*al-'adalah*), equality (*al-musawah*), mutuality (*al-mubadalah*) and individual honor (*al-karamah*) (Auda, 2022; Sonafist, 2023). Culture-based psychoeducation allows these values to be transformed into the curriculum and other academic activities to shape critical behavior and awareness of sexual violence. Research results show that in the leadership of educational institutions that prioritize the integration of Islamic values in learning, students find it easier to understand and internalize moral norms (Nurdin, 2019; Rahmah & Ilham, 2022), including in the prevention of sexual violence, so that they become more aware of actions that violate the boundaries of moral, social, ethical, and Islamic law.

Regulation of the Minister of Education, Culture, Research, and Technology Number 30 of 2021, provides a clear legal basis for protecting victims and preventing sexual violence in educational environments. Islamic educational institutions must be proactive in adapting this policy by prioritizing a collaborative approach involving Sharia experts, psychologists, counselors, and the government in designing institutional policies that are by Islamic character and culture. Integrating government policies with Islamic values and a culture-based psychoeducational approach not only strengthens institutional commitment to preventing sexual violence but also increases the moral and social accountability of educational institutions (Lumby & Mac Ruairc, 2021; Nuzulla & Mubarak, 2024). This means that through leadership with character, Islamic Educational Institutions can become the main drivers that ensure government policies are translated into practices that are by Islamic norms, creating an educational environment that is safe and free from sexual violence.

CONCLUSION

Based on the research results above, this study shows that the culture-based psychoeducation approach in anti-sexual violence education at UIN K.H. Abdurrahman Wahid Pekalongan is an effective step to increase awareness, understanding, and the ability of lecturers, students, and staff to prevent and handle cases of sexual violence. Through various programs such as seminars, workshops, mentoring, and counseling, the academic community gains deeper knowledge about the conceptual aspects: definition, impact, and how to prevent sexual violence. The results of interviews and participatory observations revealed that participants felt more confident and ready to take appropriate action in situations that have the potential to cause sexual violence. This study also shows that policies and programs for preventing sexual violence, and a systematic handling system are important steps in building an atmosphere of anti-violence education. The culture-based psychoeducation approach increases awareness can reduce and prevent sexual violence, and can strengthen networking and support between parties in creating a campus culture that is more empathetic, caring, and responsive to issues of sexual violence.

This study contributes to two aspects, namely theoretical and practical. Theoretically, the study of culture-based psychoeducation offers a theoretical framework of knowledge that sexual violence can be approached, analyzed, and resolved through culture-based psychoeducation programs. Culture is an important aspect in shaping individual and group behavior. Theoretically, sexual violence behavior can be prevented by psychoeducation based on cultural, social, and religious values adopted by the community. The contribution of this research practice can be used as a solution to prevent and resolve sexual violence on campus. This model can be replicated and adapted by other campuses, of course by considering local knowledge and cultural aspects. This culture-based psychoeducation approach to anti-sexual violence education is expected to be used as a development of policies, inspiration, and more effective and sustainable anti-sexual violence education programs in universities.

However, this study has several limitations that need to be considered. First, this study focuses on one institution, so the results may not be fully generalizable to other universities with different cultural contexts and organizational structures. Second, the relatively short time of the study may not be enough to observe long-term changes in the behavior and attitudes of lecturers, education staff, and students. Likewise, data obtained from interviews and observations are subjective and may be influenced by participant bias. In the context of further research, it is recommended to conduct relevant studies in various institutions with different backgrounds to test the effectiveness of the psychoeducational approach.

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