Discussion of Power Relations, Disability Perspectives, Anti-Violence, and Human Rights to Prevent Sexual Violence Against Students

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Abstract

This research explores the prevention of sexual violence against university students in Indonesia through an analysis of Power Relations (PR), Disability Perspective (DP), Anti-Violence (AV) strategies, and Human Rights (HR). The study aimed to explore the effectiveness of discussing *Power Relations (PR)*, Disability Perspective (DP), Anti-Violence (AV), and Human Rights (HR) in the prevention of Sexual Violence (SV). Using mixed methods, this study combined qualitative data from 30 key informants, including members of the PPKS Task Force and academics, and quantitative data from 656 students and lecturers. Results showed that discussions on the four aspects significantly increased awareness and preventive actions, with path coefficients ranging from 0.39-0.53 ($p < 0.05$). In conclusion, a multidimensional approach effectively shapes a safe and responsive campus environment. The implications of this study emphasize the need for inclusive policies and community education programs. Further research is recommended to expand the scope and explore the use of educational technology to strengthen Human Rights (HR) and inclusion-based prevention strategies.

Keywords: Anti-Violence (AV), Human Rights (HR), Disability Perspective (DP), Power Relations (PR), Sexual Violence (SV)

Introduction

High rates of SV against students in higher education, both physical and verbal, have a significant impact on their physical, emotional, and psychological well-being during their education. Unfortunately, many incidents go unreported, exacerbating efforts for effective response (Closson et al., 2024; Kapilashrami, 2021). Systemic injustice, social stigma, and structural barriers to reporting cases contribute to victims' underreporting (Curtiss & Kammes, 2020; Munro et al., 2022). As a result, colleges often fail to provide adequate protection and necessary support to victimized students (Decker et al., 2020; Williams et al., 2020).

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Disability and HR perspectives expand the analysis of campus SV, where individuals with disabilities face greater risk due to systemic weaknesses in prevention and support policies (Curtiss & Kammes, 2020; McSherry & McAnee, 2022; Suardi et al., 2024). Understanding PR, AV, and HR-based approaches is crucial in designing holistic and inclusive sexual violence prevention strategies (Forcadell et al., 2023). This research aims to explore a multidimensional intervention that incorporates mixed methods to understand and prevent SL in higher education settings.

Research on SV in Indonesian universities shows an alarming prevalence. Research results in 2024 at several universities revealed a significant number of SV incidents involving perpetrators ranging from students to lecturers. This phenomenon highlights the need for a comprehensive approach to preventing and addressing such cases (Closson et al., 2024; Waddell et al., 2024). Reports of previous studies highlight that power inequalities and traditional gender norms contribute significantly to the persistence of SV (Agyare, 2024a; Closson et al., 2020; Hoxmeier et al., 2022). In response to these issues, disability and HR perspectives have emerged as important components of AV discussions. Research shows that individuals with disabilities often face a higher risk of SV, while existing prevention efforts remain inadequate to protect this vulnerable group (Curtiss & Kammes, 2020; Meseguer et al., 2021). A multidimensional approach that considers PR and the implementation of inclusive AV policies is crucial in promoting effective intervention and protection in higher education (Munro et al., 2022).

Several previous studies have examined SV prevention efforts in higher education settings, with an emphasis on intervention strategies and factors that influence their effectiveness. For example, Munro, et al., (2022) highlighted the importance of understanding interpersonal power and control tactics among university students to identify and address dynamics that may trigger SV. This study underscores that healthy interpersonal relationships and preventive educational strategies can be key pillars in reducing the incidence of SV on campus.

In addition, research by Linder, et al., (2024) examined epistemic injustice in minority-identified students' understanding and response to SV. The findings revealed a need for justice-based approaches and awareness-raising to make campus environments more inclusive and supportive of victims. This is supported by other research that indicates that the power of SV prevention depends not only on institutional policies but also on the courage to prioritize safe spaces and trauma-informed practices.

The importance of education and evidence-based policies was also outlined by Pinchevsky and Hayes, (2022), who highlighted students' lack of knowledge regarding SV reporting policies and procedures. This study recommends aligning campus policies with the real needs of students and specialized training to increase awareness and courage in reporting.

Previous research suggests that the power dynamics and vulnerabilities faced by university students may influence the risk of SV. Research by Linder, et al., (2024) highlighted epistemic injustice in the experiences of minority-identified students, suggesting the importance of inclusive and HR-based approaches in preventing SV on campus. Additionally, Gartner, et al., (2023) found that a lack of safety in campus systems increases the vulnerability of transgender and gender-diverse students, emphasizing the need for policy-based interventions that consider DP and power dynamics.

Importance of accessibility policies to prevent violence against persons with disabilities, reflecting the need for comprehensive solutions (Nur & Nur, 2024). This study is in line with the Kapilashrami, (2021) view that transformative justice can enhance the role of institutions in responding to gender-based violence. Emphasizing a survivor-centered approach in prevention efforts on campus is crucial to building a safer and more equitable environment.

Previous research on SV prevention among university students' has provided important insights but has limitations in reaching deeper aspects of power, disability, and HR. Research by Munro, et al., (2022) highlighted that most studies focus on the dynamics of power and control in students' interpersonal relationships without adequate exploration of the influence of broader power structures. In addition, the perspective of disability in the context of SV has been neglected, individuals with disabilities face higher risks (Kahonde & Johns, 2022).

Another limitation often encountered in research is the need for more focus on HR frameworks and comprehensive AV approaches, as suggested by Linder, et al., (2024), who discussed epistemic injustice among students with marginalized identities. This research aims to fill this gap by discussing PR, DP, AV approaches, and HR principles in the prevention of sexual violence in higher education settings.

A comprehensive approach to preventing SV in higher education settings requires a thorough discussion of PR, DP, non-violence, and HR. Research by Munro, et al., (2022) emphasizes that understanding power dynamics and control tactics in students' interpersonal relationships is an

essential step in identifying potential SV risks. Interventions based on equal rights and accessibility play an important role in the prevention of SV among people with disabilities (Nur & Nur, 2024). The implementation of an effective AV approach must involve the active participation of students and faculty to form safe spaces that value equity and inclusivity, as revealed by the research of Waddell et al. (2024), which highlights the importance of trauma-informed spaces. Thus, collective interactions and discussions on HR and transformative justice in academic communities can overcome the limitations of previous research and strengthen preventive efforts to prevent SV. Research on preventing SV among university students has grown as new approaches have emerged, but many challenges remain. Studies on PR show that inequalities in power dynamics can exacerbate the risk of SV, especially in higher education settings (Closson et al., 2024; Kasa, 2025). DP also highlights the specific vulnerabilities faced by students with disabilities, which are often overlooked in SV prevention policies (Kahonde & Johns, 2022; Nur & Nur, 2024; Suardi et al., 2024).

More inclusive and HR-oriented AV approaches have been proposed to address this gap, but implementation often remains ineffective (Waddell et al., 2024). Past research emphasizes the importance of trauma-informed environments and rights-based policies to support victims and prevent SV on campus (Anderson et al., 2022; Munro et al., 2022). This study proposes the use of mixed methods to explore the role of PR, DP, and AV approaches in SV prevention, with the active involvement of students and faculty as part of an integrated solution.

Preventing SV among university students requires a multidimensional approach that includes power, disability, AV, and HR perspectives. Studies have shown that PR in higher education settings plays an important role in shaping dynamics that facilitate or inhibit SV (Closson et al., 2024; Munro et al., 2022). Highlighting the importance of critically analyzing PR can help design effective prevention strategies responsive to student's needs, especially those from vulnerable groups.

Furthermore, approaches considering disability and social justice perspectives have proven important for creating inclusive and equitable policies. The importance of intervention policies that ensure equal access and protection for students with disabilities to SV (Nur & Nur, 2024; Suardi, et al., 2024). Trauma-informed safe spaces can also increase students' confidence to report incidents and seek help. Incorporating AV and HR perspectives in campus policies can strengthen prevention efforts, ensuring a safe and equitable educational environment for all students.

The prevalence of SV in higher education settings has become a serious concern, highlighting the need for comprehensive interventions to prevent it. Recent research suggests that PR, DP, AV, and HR-based approaches can play a significant role in reducing the risk of SV. Munro, et al., (2022) emphasized the importance of understanding control dynamics and power tactics in student interactions as key factors for identifying SV threats.

Literature Review

Studies on PR and the prevention of SV among university students show the complexity of PR in higher education. Research Closson, et al., (2024) highlights the importance of understanding the intersection between gender and power, revealing patterns of domination and subordination in social relations. This is supported by Munro, et al., (2022), who found that control tactics in interpersonal relationships among students have the potential to create situations vulnerable to sexual violence.

Health institutions' responses to gender-based violence often fail to address root causes related to structural injustice (Kapilashrami, 2021). Meanwhile, McCauley, et al., (2020) emphasize that long-lasting trauma exacerbates the risk of relationship violence. In university settings, this problem is exacerbated by academic and social pressures that often prevent reporting and seeking help. Willie, et al., (2020) Found that experiences of relationship violence influenced women's views on their sexual safety, while Beckley, (2022), through the "schema chemistry" framework, explained the patterns of repeated violence and the importance of interpersonal understanding-based interventions for effective prevention.

For prevention, HR and AV approaches have been recommended by Steele & Swaffer, (2024) which emphasize the importance of justice approaches for individuals with disabilities. The multidimensional approach described by Tarabulsi, (2023) suggests the involvement of various stakeholders, from policy to education. Overall, prevention strategies need to pay attention to power dynamics in academic settings and support inclusive and evidence-based AV policies.

From a disability perspective, individuals with disabilities face particular vulnerabilities to sexual violence due to failures in prevention and intervention systems (Curtiss & Kammes, 2020; Rodríguez & Garrido, 2023). Social and ecological barriers further reinforce marginalization, increasing the risk of violence (Kahonde & Johns, 2022; Lusky-Weisrose et al., 2024). Discriminatory practices within health and support systems exacerbate this situation, emphasizing

the need for inclusive and rights-based approaches (Moen et al., 2024; Yupanqui et al., 2021). Power disparities, particularly in relation to gender, are strongly associated with the vulnerability of people with disabilities to violence (Bracco et al., 2024; McCulloch et al., 2021; Suardi et al., 2024), as well as societal perceptions of disability that often limit access to justice and support services (Meseguer et al., 2021; van Wyk, 2023).

Research also emphasizes the importance of integrating a DP into HR frameworks to enhance prevention strategies (Agyare, 2024b; Nur & Nur, 2024). This involves active implementation and advocacy that takes into account interrelated forms of oppression. In addition, creating safe spaces for disclosure of violence and educational interventions that support victims can potentially reduce violence (Denning et al., 2023; Makhasane & Majong, 2023; Waddell et al., 2024).

AV perspectives in SV prevention studies suggest that gender norms and PR inequalities increase the vulnerability of women and minorities to SV (Closson et al., 2024; Putri et al., 2023). Kapilashrami (2021) emphasized the important role of health institutions in responding to violence with a transformational approach rather than merely functional. This perspective is reinforced by Munro et al. (2022), who point out that sexual violence is often rooted in practices of domination and control.

Contextual factors such as social and cultural environments that tend to ignore or justify violent behavior also contribute to gender-based violence (Bracco et al., 2024; Willie et al., 2020). Research by Decker et al. (2020) has also shown that substance use and violence influence condom use decisions among female sex workers, reflecting the link between sexual violence and autonomy restrictions. Issues of intersectionality have also come into focus in understanding SV dynamics, including male activism in the AV movement that can change traditional gender norms (Hoxmeier et al., 2022).

In the context of higher education, women from minority groups face unique challenges in reporting sexual violence due to social stigma and mistrust of the system (Burton & Guidry, 2021; Moschella et al., 2020). Research shows that anti-oppression and trauma-informed approaches are important in service provision, especially for vulnerable groups (Waddell et al., 2024). Thus, a participatory, holistic approach, including the strengthening of HR-based policies and AV education, is needed to prevent sexual violence in higher education.

An HR-based approach to sexual violence prevention emphasizes that every individual has the right to be free from sexual violence and harassment (Anderson et al., 2022). The HR perspective highlights the importance of a transformational approach to SV prevention with an inclusive social justice framework, including recognition of the rights of persons with disabilities and protection from gender-based discrimination. Effective prevention strategies involve awareness training on gender-based violence, explicit AV policies, and victim support.

Overall, the literature shows that the integration of Power Relations (PR), Disability Perspective (DP), Anti-Violence (AV), and Human Rights (HR) principles in prevention strategies and campus policies play a significant role in reducing the risk of sexual violence (SV) and increasing safety for vulnerable groups (Anderson et al., 2022; Beckley, 2022; Forcadell et al., 2023). For example, Closson et al., (2024) highlighted that power dynamics in relationships between individuals create conditions that exacerbate the risk of sexual violence. Meanwhile, approaches based on disability perspectives underscore the importance of inclusivity and equity for individuals with special needs, who are often victims of violence in institutional contexts. Policies grounded in anti-violence and human rights strategies, as described by Kapilashrami, (2021), have been shown to increase the accountability of educational institutions for sexual violence offenses. Therefore, the integration of these four principles not only reduces risk but also creates a more inclusive and safe campus environment, making it an essential strategy to implement in various contexts.

Related studies have highlight that campus engagement in such discussions can raises collective awareness and strengthens institutional responses (Gartner et al., 2023; Pinchevsky & Hayes, 2022). Therefore, this study aims to explore the perception of the academic community regarding the effectiveness of related discussions on PR, DP, AV, and HR in the prevention of SV. In addition, this study will evaluates whether there exists a significant relationship between these discussions and students' SV prevention efforts. Based on the research objectives, the research questions for this study are:

1. What are the academic community's perceptions regarding the effectiveness of discussions about Power Relations (PR), Disability Perspective (DP), Anti-Violence (AV), and Human Rights (HR) in the prevention of sexual violence (SV)?

2. Does a significant relationship exist between discussions on Power Relations (PR), Disability Perspective (DP), Anti-Violence (AV), and Human Rights (HR) and efforts to prevent sexual violence among students?

Method

Research Design

This study employed a mixed-methods approach to explore the intersections between PR, DP, AV strategies, and HR in preventing sexual violence among university students in Indonesia. This approach combined quantitative and qualitative data to understand the mechanisms at play and effective intervention strategies comprehensively. Integrating these two methods aimed to capture both the breadth of data and the depth of participants' insights, which was essential for formulating a holistic prevention framework (Curtiss & Kammes, 2020; Munro et al., 2022). Quantitative data identified measurable patterns and relationships, while qualitative data deepened insights through participants' experiences and perceptions, creating a holistic framework of understanding. The blended method approach was selected to ensure a comprehensive and thorough understanding. Quantitative data were employed to examine the relationship between variables (PR, DP, AV, HR) and the prevention of sexual violence. Qualitative data, collected through unstructured interviews, provided detailed insights into participants' experiences and perceptions. This approach overcame the limitations of a single method, enabling it to generate findings that were theoretically and practically relevant, as well as adaptive to local contexts, as supported by the view of Kapilashrami, (2021) and Closson et al., (2024).

Participants and Sampling

The research was conducted in 4 Private Universities and 2 Public Universities in Indonesia For the qualitative component, 30 key informants were selected through purposive sampling, including members of the PPKS Task Force, campus ethics boards, sociologists, legal experts, lecturers, and students to represent diverse perspectives and produce comprehensive and in-depth data on sexual violence prevention. This ensured a variety of perspectives that contributed to the multidimensional analysis of sexual violence prevention efforts. In the quantitative section, a stratified random sampling method was used to engage 656 respondents so that the data collected was representative of student demographics at various universities (Closson et al., 2024; Waddell et al., 2024).

Table 1

Research Sample

Variable		Student N	Lecturer N	Leaders N	College
Research Sample	College A	202	25	3	Private
	College B	77	16	3	Country
	College C	67	12	3	Private
	College D	77	8	3	Country
	College E	67	8	3	Private
	College F	67	12	3	Private
	Total	557	81	18	656

Table: 2

Research Informants

Category of Informants	Number	Description of Informants
PPKS Task Force	6	Representatives from the Sexual Violence Prevention Task Force were included
Campus ethics boards	1	Individuals responsible for managing ethics and honor-related issues on campus participated
Sociologists	1	Academics offering expertise in social analysis were involved.
Legal experts	1	Legal experts with knowledge of policies related to sexual violence prevention contributed.
Lecturers	6	Academics with extensive experience in teaching and mentoring students participated.
Students	6	Student representatives contributed by sharing perspectives from the campus community.
Total	30	

Research Instruments

This study employed three primary research instruments: an online survey questionnaire, semi-structured interviews, and document analysis. Given the online and geographically dispersed nature of the research setting, observational data collection was deemed infeasible. This limitation

was consistent with the survey-based design, which focused on gathering direct responses from participants.

1. Survey Questionnaire: A 20-item online questionnaire was distributed via WhatsApp and email to collect quantitative data. The questionnaire included five indicators for each aspect of the study: Power Relations (PR), Disability Perspective (DP), Anti-Violence (AV), Human Rights (HR), and Sexual Violence (SV). Reliability was assessed using Cronbach's Alpha, with all constructs achieving scores above 0.60, thereby confirming strong reliability and internal consistency.

2. Semi-Structured Interviews: Semi-structured interviews were conducted with 30 purposively selected key informants, including PPKS Task Force members, campus ethics board representatives, lecturers, sociologists, legal experts, and students, to complement the quantitative data. The interviews were aimed at gathering detailed insights into participants' perceptions of the effectiveness of PR, DP, AV, and HR discussions in preventing SV. This method facilitated a deeper exploration of qualitative themes, consistent with the approach described by Curtiss & Kammes., (2020), in their study of vulnerable groups' experiences.

3. Document Analysis: Campus policy documents and intervention program records related to SV prevention were analyzed. Document analysis primarily supported thematic understanding and contextual background rather than serving as a primary source of data for hypothesis testing.

Data Collection Technique

Quantitative instruments, specifically online questionnaires, were distributed via WhatsApp and email to student respondents, lecturers, and campus leaders. Unstructured interviews were conducted online with purposively selected participants.

1. Survey: Research instruments using online questionnaires distributed from 2023 to 2024. Administered through an online tool to collect quantitative data on students' experiences, attitudes, and knowledge about power dynamics, disability, AV programs, and HR advocacy.

2. Interviews: Interviews with informants about 1 hour for one informant. To transcribe data, researchers use a recording device. Semi-structured interviews were conducted with key informants to capture qualitative insights into the challenges and successes of current prevention measures and identify gaps in institutional policies (McSherry & McAnee, 2022).

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics through PLS-SEM software. Qualitative data were analyzed thematically by extracting the key themes from the interview transcripts. Quantitative data were analyzed using descriptive and inferential statistics with SmartPLS 4 software, enabling structural equation modeling (SEM) to assess the relationship between PR, disability inclusion, AV education, and HR advocacy on sexual violence prevention (Kurtaliqi et al., 2024). Thematic analysis was conducted for qualitative data, extracting recurring themes from interview transcripts and applying an ecological framework that considers micro to macro-level interactions (Curtiss & Kammes, 2020; Rodríguez & Garrido, 2023).

Ethical Considerations

The study adhered to ethical standards by obtaining participants' informed consent and maintaining confidentiality throughout the data collection and reporting. Ethical approval was obtained from the institutional ethics board, ensuring conformity with ethical norms regarding studies involving vulnerable groups (Anderson et al., 2022). This mixed-method approach confirms the importance of addressing sexual violence through multidimensional strategies and is in line with recent studies that emphasize a comprehensive prevention framework (Forcadell et al., 2023).

Findings

The research's findings include coercive and qualitative findings together, including preventive findings of SV through the actions of actors, lecturers, and students. The researchers discussed PR, DP, Gender-Based AV, and HR for the Academic Community.

Qualitative Findings

Human Rights (HR) issues

The results of interviews with from the PPKS Task Force Team, Campus Honor and Ethics Council, sociologists, legal experts, lecturers, and students revealed several main findings related to the discussion of HR issues as a basis for preventing sexual violence in higher education in Indonesia. Thematic analysis resulted in the following key themes:

1. The Role of Higher Education Institutions. Lecturers and members of the Campus Honor and Ethics Council highlighted the pivotal role of universities in embedding HR principles into

educational frameworks. Fostering a culture of security, privacy, and justice, higher education institutions can ensure that every individual feels protected and valued (Overton & Sharif, 2023).

2. Challenges to HR Awareness and Implementation. Raising awareness of HR on campus encounters obstacles such as inadequate training and socialization programs. These gaps underline the necessity for synergy between national policies and institutional programs to sustain HR as a central discourse and practice in academic settings (Kapilashrami, 2021).

3. Positive Impacts of HR Education. Interviews revealed that HR discussions significantly enhance the attitudes and behaviors of academic stakeholders. Students who participated in HR-focused education were better informed of their rights and proactive in preventing SV, creating a safer campus environment (Sundkvist, 2023).

4. Recommendations for Strengthening HR Policies. Respondents advocated for continuous training, HR curriculum integration, and expanded victim support services. Implementing strict, justice-centered policies is essential to reduce inequalities and protect the academic community.

In summary, integrating HR-focused education and policies is vital for fostering a safe, inclusive environment and preventing SV in higher education.

Disability Perspective (DP) Issues

Based on interviews with from the PPKS Task Force Team, Campus Honor and Ethics Council, sociologists, legal experts, lecturers, and students, several main findings were obtained related to DP issues in the context of higher education in Indonesia. Thematic analysis resulted in the following key themes:

1. Raising Awareness. Respondents emphasized the importance of raising awareness about disability among faculty and students, focusing on distinctions between physical, intellectual, mental, and sensory disabilities. Such awareness fosters an inclusive and safe campus environment. Studies have shown that awareness campaigns in academic settings help reduce stereotypes, discrimination, while increasing support for vulnerable groups (Curtiss & Kammes, 2020).

2. Vulnerability to Sexual Violence. Persons with disabilities are particularly vulnerable to sexual violence due to physical and mental limitations that make them easier targets. Experts highlighted that systemic gaps in protection exacerbate these risks. Research corroborates his

by demonstrating the disproportionately high rates of violence experienced by individuals with disabilities compared to other groups (Kahonde & Johns, 2022).

3. Curriculum and Education. Respondents agreed on the need for specialized curricula addressing disability perspectives. Incorporating discussions on the interplay of disability, gender, and race provides holistic insights, empowering students and staff to effectively prevent sexual violence (Nur & Nur, 2024).

4. Campus Interventions and Policies. Strong campus interventions, such as accessible consultation services and psychological support, were identified as critical. Respondents emphasized the need for sustainable policies prioritizing inclusion and protection for people with disabilities (Steuperaert & Michielsen, 2022).

5. Challenges and Data Gaps. A significant barrier is the lack of nationally the development of effective, evidence-based policies. Comprehensive data collection is essential for policy relevance and impact (Yupanqui et al., 2021).

6. Recommendations. Regular training for faculty and students on disability support is vital to create a safe, inclusive campus environment. Collaborative policies involving all campus elements are necessary to ensure long-term effectiveness (McSherry & McAnee, 2022).

In conclusion, promoting disability-inclusive policies and education is crucial to foster safety and inclusion in higher education.

Gender-Based Anti-Violence (AV) Issues

This study explores collaboration between lecturers and students in addressing gender-based Anti-Violence (AV) issues in higher education in Indonesia. Interviews with members of the PPKS Task Force, Campus Honor and Ethics Council, sociologists, legal experts, lecturers, and students, highlighted key themes:

1. Urgency of Anti-Gender-Based Violence Discussions. Educational activities on AV were highlighted as essential for raising awareness and fostering solidarity among students. These discussions significantly contribute to reducing the prevalence of violence and creating safer campus environments (Bovill & Podpadec, 2023; Munro et al., 2022).

2. Barriers to Equal Rights and Freedoms. Gender-based violence and discrimination significantly impede female students' rights and freedoms. Such challenges are further compounded by fears of stigma and retaliation, which perpetuate inequality and psychological

distress (Kapilashrami, 2021).

3. Impact of Violence on Students. The effects of gender-based violence on students' physical and mental health are profound, leading to trauma, emotional distress, and poor academic performance. Respondents emphasized the critical need for comprehensive support services to address and mitigate these impacts (Hoxmeier et al., 2022).

4. Role of Campuses in Prevention. Campuses have a pivotal role in AV prevention through the implementation of effective policies, training programs, and the promotion of inclusive cultures. Sustainable efforts require active collaboration between staff and students (Brockbank & Greene, 2022).

5. Inclusive Policies and Support Programs. The inclusion of male students in AV awareness programs has been shown to enhance cross-gender understanding. Comparable initiatives in Indonesia can bolster preventive efforts and advance equality (Steele & Swaffer, 2024).

6. Recommendations for Action. The integration of AV materials into academic curricula and the promotion of ongoing educational initiatives were recommended to create supportive environments for affected students (Closson et al., 2024).

This study confirms that collaboration between lecturers and students in discussing gender-based AV issues and preventive measures is essential for establishing a safe, inclusive, and equitable campus environment for all students.

Power Relations (PR) Issues

This section examines insights the PPKS Task Force, Campus Honor and Ethics Council, sociologists, legal experts, lecturers, and students, on the role of power relations (PR) in preventing sexual violence (SV) in universities. Thematic analysis highlighted several critical findings:

1. Awareness of Power Dynamics in Campus Relationships. Understanding campus power dynamics is a key preventive measure. Respondents emphasized discussions between male and female students, seniors and juniors, and instructors and students to reveal inequalities that might lead to SV. These gender-focused discussions help raise awareness of the harmful effects of power imbalances (Closson et al., 2024; Munro et al., 2022).

2. PR as a Driver of Violence. Unequal power distribution, often exacerbated by patriarchal norms, was cited as a significant driver of SV. Hierarchical relationships, such as those between lecturers and students, often result in coercion or exploitation and reinforce these imbalances

(Bracco et al., 2024; Kapilashrami, 2021).

3. Strategies for Mitigation. The Campus Honor and Ethics Council recommends analyzing hierarchical structures to address power disparities. Practical solutions emphasize implementing regular workshops, promoting transparency in campus roles, and developing policies to target systemic power imbalances (Forcadell et al., 2023; Gartner et al., 2023).

4. Policy and Education Recommendations. Comprehensive policies and open discussions addressing PR and gender inequalities play a pivotal role in fostering a safe campus environment. Education promoting equality and inclusivity is considered essential (Kyriakides & Demetriades, 2022).

In conclusion, integrating PR-focused discussions into prevention strategies can reduce SV risks, ensuring equity and safety in academic settings.

Quantitative Findings

The quantitative findings of Table 1 reported the characteristics of student respondents; most of the survey respondents were university A as many as 205 (35.65), female 435 (75.66), semester VI 187 (32.52), length of education 1-2 years 319 (55.47).

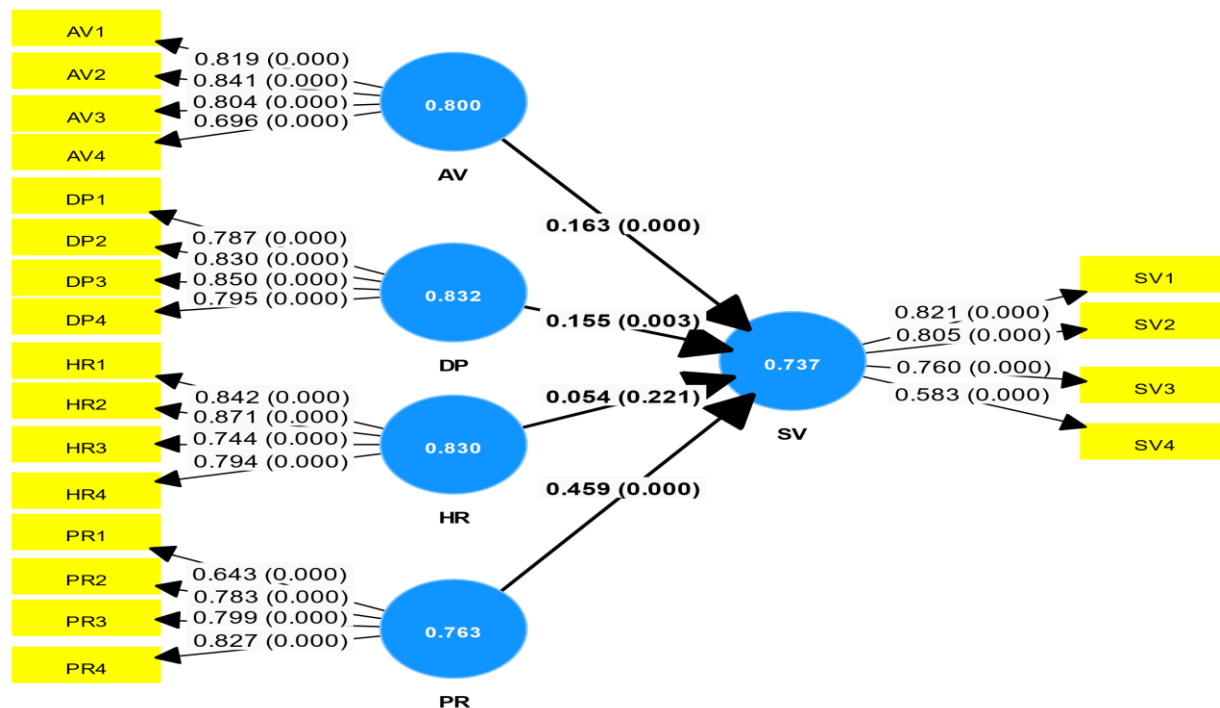The Relationship between PR, DP, AV, and HR and the Prevention of SV.

Figure 1. The Relationship between PR, DP, AV, and HR and the Prevention of SV

Relationship between Discussion Activities on Power Relations (PR) and Sexual Violence (SV) Prevention

This study evaluated the relationship between PR discussion activities and SV prevention. Analysis using the Partial Least Squares (PLS) model yielded a Cronbach's Alpha of 0.78, indicating high reliability of the PR construct in this study by the criterion of >0.60. These results support adequate internal validity. The statistical significance obtained was 0.03, meaning the relationship was statistically significant (p < 0.05). This value indicates that engagement in PR discussions contributes significantly to increased awareness and efforts to prevent SV. The path coefficient 0.45 confirms a moderate positive relationship between PR discussions and SV prevention. This coefficient reflects that discussions on power dynamics play an important role in building critical understanding and promoting preventive measures against SV, in line with the literature emphasizing the importance of changing social norms and raising collective awareness (Closson et al., 2024).

Research by Closson, et al., (2024) underscores that an understanding of gender and power has a significant impact on shaping healthier relationships and responsiveness to issues of SV. In addition, other studies suggest that transformational approaches in education can strengthen critical understanding and reduce the risk of sexual violence by building more inclusive and equitable communities (Bracco et al., 2024; Munro et al., 2022). Overall, these findings underscore the importance of integrating PR discussions in educational and community interventions as a strategy to reduce the prevalence of sexual violence and promote safer social environments (Kapilashrami, 2021).

Relationship between Discussion Activities on Disability Perspective (DP) and Sexual Violence Prevention (SV)

This study analyzed the relationship between discussions on DP and the prevention of sexual SV. Based on the results of the PLS analysis, Cronbach's Alpha was recorded at 0.82, which indicates high reliability and meets the criterion of >0.60. This indicates that the DP variable construct in this study was measured with strong internal consistency. The significance value of 0.04 indicates a statistically significant relationship (p < 0.05) between DP discussions and SV prevention. These results confirmed that participation in DP discussions was substantially correlated with increased

preventive efforts against SV. This aligns with research highlighting the importance of DP in sexual violence prevention policies, emphasizing inclusion's role in strengthening protection and policy responses (Curtiss & Kammes, 2020; Yupanqui et al., 2021).

The path coefficient of 0.39 shows a moderate positive relationship between DP discussions and SV prevention. This finding suggests that the integration of DP in public discussions and education can strengthen sexual violence awareness and prevention strategies. Inclusive HR-based approaches are also recognizedrecognized to reduce the risk of violence and strengthen policy support for vulnerable groups, such as individuals with disabilities (Nur & Nur, 2024; Steuperaert & Michielsen, 2022). Overall, the results of this study reinforce the relevance of disability-based approaches in strengthening sexual violence prevention frameworks, as well as the importance of inclusive policy development and effective community-based interventions (Kahonde & Johns, 2022).

Relationship between Discussion Activities on Anti-Violence (AV) and Sexual Violence (SV) Prevention

The results showed a significant relationship between discussion activities on AV and the prevention of SV. Cronbach's Alpha of 0.85 indicated high reliability of the AV construct, meeting the criterion of >0.60. This indicates that the measurement instrument related to AV discussion has strong internal consistency and is reliable. With a significance value of 0.01 ($p < 0.05$), this finding confirms that AV discussion activities statistically affect SV prevention efforts. This result underscores the effectiveness of participation in AV discussions in raising community awareness and relevant preventive actions (Brockbank & Greene, 2022). Community-based approaches focused on sexual violence prevention have been shown to support the establishment of safer norms and reduce the risk of sexual violence (Munro et al., 2022; Subramanian & Sharma, 2022). The path coefficient of 0.53 indicates a strong positive effect between AV discussion and SV prevention. This value confirms the importance of education-based programs and interventions that include discussion elements to promote better understanding and responses to sexual violence (Hoxmeier et al., 2022). These programs integrate AV values in various contexts to strengthen social and legal protection against violence (Bokeriya & Andronova, 2023). These results emphasize the need to adopt discussion-based approaches and community engagement in sexual

violence prevention policies, which have the potential for significant impact in strengthening security and protection in communities (Pajé et al., 2023).

Relationship between Discussion Activities on Human Rights (HR) and Sexual Violence (SV) Prevention

The analysis results show that discussion activities on HR have a positive and significant relationship with preventing sexual SV, with a path coefficient of 0.48. This indicates a substantial influence on raising awareness and efforts to prevent SV. Cronbach's Alpha of 0.80 confirms the high reliability of the HR construct by the criterion of >0.60, which supports the internal consistency of the research instrument. The significance value of 0.02 ($p < 0.05$) confirms that the relationship between HR discussions and SV prevention is statistically significant. HR discussions have been shown to be instrumental in increasing collective understanding and strengthening community capacity to respond to issues of SV. Highlighted the importance of body-based activism and public discussion in strengthening HR awareness and reducing sexual violence across different cultural contexts (Sundkvist, 2023).

These findings are consistent with previous research emphasizing the importance of HR-based education in building positive attitudes and preventive action toward sexual violence (Overton & Sharif, 2023). The research outlines how HR laws and norms can be used to prevent conflict-related violence and promote social justice. Overall, these results support the need to integrate HR discussions in educational policies and programs as a comprehensive and inclusive preventive effort to address SV and create safe spaces that support and recognize individual rights (Kyriakides & Demetriades, 2022). All results showed that discussion activities related to PR, DP, AV, and HR were significantly related to sexual violence prevention with Cronbach's Alpha values > 0.60, significance < 0.05, and path coefficients in the positive range (0.39 to 0.53).

Discussion, Conclusion and Implications

The results of this study reveal that discussion activities involving aspects of PR, DP, AV, and HR play a significant role in preventing sexual violence against students in higher education. Analysis using the Partial Least Squares (PLS) model showed that the discussions positively contributed to awareness-raising and preventive measures. This finding is in line with research by Closson, et al., (2024), who emphasized that PR in campus relationships has the potential to

trigger inequalities that affect vulnerability to SV. Analysis of the literature also suggests that power dynamics between faculty and students and between seniors and juniors can create risky relations of dominance (Decker et al., 2020; Kapilashrami, 2021). These findings confirm that discussions about power and its role in social relations must be integrated into prevention programs. Previous research has highlighted that people with disabilities are highly vulnerable to sexual violence (Curtiss & Kammes, 2020; Kahonde & Johns, 2022). Discussions and education about DP on campus can reduce stereotypes and increase inclusion (Nur & Nur, 2024), which is relevant in protecting vulnerable groups. AV discussions had the highest *path coefficient* (0.53), indicating that AV discussion activities are highly effective in shaping safe social norms. The studies (Brockbank & Greene, 2022; Munro et al., 2022) support these results by showing that a community-based approach to AV education can strengthen preventive responses and social protection. Studies by Overton & Sharif, (2023) and Sundkvist, (2023) highlight that HR-based education can build proactive attitudes and support an environment that respects individual rights, which in turn reduces the rate of SV.

This research strengthens the literature on prevention of Sexual Violence (SV) with empirical evidence on the importance of PR, DP, AV, and HR discussions in campus sexual violence prevention. In contrast to other studies that focus on one aspect (e.g., power dynamics or individual HR), this study offers a holistic view of how these discussions complement each other in reducing the prevalence of sexual violence in academic settings. Closson et al. (2024) emphasize the importance of understanding power dynamics and their intersection with gender norms within relationships, which significantly contribute to reducing sexual violence through awareness-driven social change. Similarly, Kapilashrami (2021) highlights that transformative justice approaches integrating human rights provide a more holistic framework for preventing sexual violence in higher education institutions. Moreover, Munro, et al., (2022) argue that a deep analysis of interpersonal control dynamics among college students is essential to complement intervention strategies that address multiple dimensions of sexual violence comprehensively.

In contrast to other studies that focus on one aspect, for example, power dynamics (Closson et al., 2024), or Individual Human Rights (Kapilashrami, 2021), this study offers a holistic view of how these discussions complement each other in reducing the prevalence of sexual violence in academic settings. For example, Decker, et al., (2020) only highlighted power in the context of sexual relations, while this study broadens the perspective to include the role of disability

inclusion and AV approaches. The results of this study complement the literature on the importance of collaboration and education in sexual violence prevention efforts. The findings emphasize that PR discussions can increase critical understanding and awareness of the impact of power inequalities, which aligns with (Closson et al., 2024). In addition, the integration of DP in higher education, as indicated by the positive *path coefficient*, supports the importance of inclusion policies (Steuperaert & Michielsen, 2022). The AV discussion, which showed a significant effect, reaffirmed the importance of community education programs (Brockbank & Greene, 2022).

In the HR discussion, the results of this study corroborate Sundkvist, (2023) research, which shows that a rights-based approach can create safe spaces to prevent violence. This research enriches a holistic understanding of comprehensive prevention efforts by bringing together all four elements of the discussion. Although the results of this study show a significant contribution in identifying the role of discussion in sexual violence prevention, this study has limitations. A sample limited to one geographical area may not represent conditions in other universities globally. In addition, the quantitative and qualitative data collection methods used may present respondent biases, such as individual preferences, that may influence honesty in providing answers.

The implications of the study suggest that discussions on PR, DP, AV, and HR are important in the prevention of sexual violence in higher education. A holistic approach that includes these four aspects can raise awareness and create a safer and more inclusive environment. Therefore, colleges need to integrate these discussions in educational programs to strengthen prevention efforts. This research also opens up opportunities for innovative educational methods, such as the use of technology, to increase the effectiveness of sexual violence prevention in the future.

To complement the results of this study, future research should expand geographic coverage and integrate comparative approaches across different cultural contexts and universities. Longitudinal studies that evaluate the long-term effects of PR, DP, AV, and HR discussions on sexual violence prevention could provide deeper insights. Research could also explore innovative educational methods, such as technology and digital simulations, in delivering power and HR discussions. Overall, this study confirms that discussions focusing on PR, DP, AV, and HR are essential components in sexual violence prevention strategies in higher education, supporting collaborative efforts in creating safe and inclusive environments.

This research shows that discussions on PR, DP, AV, and HR are significantly related to the prevention of sexual violence in higher education. These discussions proved effective in raising awareness and shaping preventive measures. The integration of these discussions enriched the understanding of holistic sexual violence prevention efforts and highlighted the importance of inclusive and community-based approaches. The limitation of this study lies in the sample covering only one geographical area, so the results may not be representative for other universities globally. In addition, the use of both quantitative and qualitative methods may introduce respondent bias that affects the accuracy of the answers. Future research is recommended to expand the geographical coverage and evaluate the long-term impact of this discussion through a longitudinal study. Researchers are also advised to explore new educational technologies, such as digital simulations, to strengthen educational approaches related to power, HR, and inclusion and increase the effectiveness of prevention strategies on campus.

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