

## Literacy of Sexual Harassment and Abuse Toward Adolescent Protection Behavior

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### Abstract

Cases of sexual harassment in Indonesia are increasingly prominent in the media when victims speak publicly. KOMNAS Perempuan notes that the spectrum of sexual abuse against women has increased by 800%. This seems to be a reminder for us, especially the young generation, to have the knowledge and ability to protect behavior from sexual abuse. This study aims to measure the extent of literacy of sexual harassment and violence on the level of self-protection by adolescents (15 – 21). A total of 120 young people consisting of men and women have participated in the online survey. Two-stage regression data analysis was carried out to measure each item. The sexual abuse literacy items ( $x$ ) consist of Functional Literacy, Socio-Cultural Practice Literacy, Intellectual Empowerment Literacy, and The protection ability items ( $y$ ) self-efficacy and self-defense. The results show that the higher the literacy level of adolescents against sexual abuse and harassment, the more they will be able to protect behavior from various threats.

**Keywords:** Sexual harassment, Sexual abuse, Literacy, Self protection

### INTRODUCTION

The issue of sexual harassment and abuse is still difficult to contain, both in terms of prevention and handling. Because this is based on a lack of individual understanding of consensual, which has an important influence on the occurrence of sexual harassment and abuse. Bondestam & Lundqvist (2020) the activity or way of working of sexual harassment and violence experienced by an individual, in general, will have the potential to impact the

individual originating from toxic masculinity. This term describes the manipulation of a gender that discriminates against gender—being discriminated against. It was found that the practice of sexual harassment and violence occurs in almost all aspects of social life, as described in Collier & Raney (2018), there are at least three countries that are still normalizing the culture of sexism, to harassment of women in the political sphere, namely Australia, England, and Canada.

The culture of sexism and sexual harassment is based on several "man rules" or rules formed by certain genders, in this case, men, to strengthen their privileges in the public sphere. It was found that the game's rules were to minimize women's involvement and create women-unfriendly spaces, which contained degrading activities to harass them sexually. Sexual harassment is also indicated to occur in the clinical room. Tollstern et al. (2020) explain that at least in the nursing world, mixing female and male nurses will give birth to gender differences where male nurses and doctors often perpetrate sexual harassment and violence, both verbally, such as sexism jokes to physical abuse.

CATAHU 2022 collected as many as 338,496 cases of gender-based violence that occurred in Indonesia, starting from the personal sphere, such as domestic violence, violence against wives, violence in dating, violence against children, and violence against work relations. KOMNAS Perempuan also noted that the spectrum of sexual harassment and violence also emerged in the state, with the reported percentage (0.1%) of perpetrators being public officials, even in law. Over the last 12 years, KOMNAS Perempuan noted that sexual harassment and violence against women increased to 792%, almost reaching 800%, evidenced by reports of sexual violence and harassment. Of course, it is undeniable that this figure still has the potential to continue to rise year after year if the state does not protect the form of a legal entity that strictly provides sanctions for all sexual harassment and abuse (Perempuan, 2020).

Sexual harassment and violence do not see the elements of time, clothing used, situation and location, so it is unavoidable that sexual harassment can occur anywhere, including in the academic realm. The online news site Nursatria & Putra (2021) reported through regional.kompas.com explained that the many cases of sexual harassment in academia make there is no guarantee that a place to study is said to be safe. For example, at UNSRI, three victims are students and two perpetrators are lecturers. The victim received

the harassment when he wanted to take care of his thesis on campus; DR dared to report to the police after he felt there was no bright spot in the mediation between the victim and the perpetrator carried out by Unsri Campus (Tempo. co, 2021).

CNNIndonesia.com (2021) explained that a similar case occurred at the Unri, where the perpetrator was a dean of FISIP. Harassment happened when a student was about to conduct a final project/thesis guidance, the case continued with the dean of FISIP UNRI, who rejected the accusations made against him, and the patient continued to run, especially with the regulation of the Ministry of Education, Technology and Higher Education Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education. From the online news site in Santoso (2021), reported by Suara.com, cases of sexual harassment and abuse did not escape the view of the Colleague. In contrast, at Indonesia, there were reports of 30 cases of sexual harassment and violence in the past year. Cases of sexual harassment and violence that are increasingly prevalent in the academic world, one of which is in universities, show that everyone can be affected by this case from various acquaintances around them. Generally, victims do not only come from women, even men sometimes experience sexual harassment and violence, but this is often neglected (Dziewa & Glowacz, 2021). This is in line with research conducted by Bates & Weare (2020), which states that the issue of men as victims in the context of partner violence where the perpetrator is a woman has received less attention from the public.

Based on previous data regarding sexual harassment and abuse activities in the realm of academics, such as universities, it represents that there is increasingly no safe space for people to carry out activities. This makes it irony that the academic area, which normally contains intellectuals, has become a hotbed for acts of harassment and sexual violence, especially against women. Suppose it is reviewed in the CATAHU KOMNAS 2022 of women regarding the level of sexual harassment and violence in Indonesia. Cases of sexual harassment and violence have not yet found a bright spot and an answer to when this problem will disappear. Previous data show that the practice of sexual harassment and violence that occurs in the academic realm, such as universities, which incidentally is an environment that should be an area of integrity, has become a place that is prone to sexual harassment and violence. Then becomes urgent for researchers to find out how the younger

generation should make efforts as part of the academic realm in implement self-protection against sexual harassment and violence.

Previous research related to sexual violence literacy has been carried out by Pillay (2016) on children. This study shows that basic sexual education needs to be carried out for minors, including authorization of the body and protection of the body. It is considered effective if children are given the right education from an early age. Research by Lopez et al. (2021), which examines the Effectiveness of Sex Education in Adolescents, states that adolescence (adolescents) is the age when children start sexual relations. Education on contraceptive use and sexually transmitted infections. Previous research has considered that sexual education is effective in increasing the knowledge of children or adolescents so that they can practice sexuality and campaign for healthy relationships in their environment (Lopez et al., 2016; Raya et al.; 2019). This study wanted to measure the literacy scale of sexual violence and its relation to their protective ability when facing abuse or sexual harassment in their environment. Considering that literacy includes the most important things, knowledge, and awareness of the environment on sexual violence behavior which provides for functional literacy, literacy of socio-cultural practices, and intellectual empowerment.

## **DISCUSSION**

### **Adolescent Sexual Harassment and Sexual Violence Literacy Scale**

The term literacy has a meaning that refers to an audience who is literate in media and mass media messages in the context of mass communication (Tamburaka; in Sulandjari, 2017). In general, media literacy is defined as an ability to access, understand and evaluate media more critically in various aspects of different content to form communication in multiple contexts (European Commission; Silawati et al., 2018). Therefore, media literacy skills regarding sexual harassment and abuse must be honed continuously by understanding, analyzing, and deconstructing meaning if they know the increasing number of sexual harassment and violence cases and are expected to become a shield for themselves.

Literacy is fundamentally determined based on social, cultural, political, and historical contexts in a series of reading, writing, and media skills activities that involve cognitive (Bélisle, 2006). Literacy attachment in various aspects is a form of one's cultural identity. The

current artistic process in the context of literacy has developed through information and knowledge-oriented technology. The literacy concept to understand the knowledge of sexual harassment and violence is divided into three models: the functional literacy model, the literacy model as a socio-cultural practice, and the literacy model as intellectual empowerment (Bélisle, 2006). Practical literacy understanding focuses on the ability to read and then raises an insight into new knowledge about information. Practically, the data obtained by a person is a basis for analyzing, evaluating, and producing further information from a phenomenon. (Lestari, C. A., & Dwijayanti, R. I., 2020).

A good enough understanding will hone one's cognitive skills in contributing to social development in developing the role of social awareness and critical thinking for the better. In the context of sexual harassment and violence, a culture of literacy in the digital era that continues to develop will build and encourage the cognitive intelligence and technical abilities of a person to be more aware of self-care and self-protection. (Sari, S. (2019). If they are more sensitive to the phenomenon of sexual harassment and violence, they better understand the examples of sexual harassment and violence and understand the legal basis that discusses the phenomenon of sexual harassment and violence in real terms), the reality of society at large.

As for literacy as a socio-cultural practice, it emphasizes the concept of literacy which has meaning only in the social context in the form of cultural structures in society. The social context referred to in this literacy concept specifically depends on the community's needs (Langford; in Bélisle, 2006). Socio-cultural practices are based on one group to another, and there is a constructivist perspective. Constructivism is an activity to build knowledge independently about what is learned and how to process various concepts (Suparlan, 2019). Constructivism seeks to provide space for the understanding that has been discovered and then implemented in reality. The literacy model of socio-cultural practice on the phenomenon of sexual harassment and violence refers to a person's actions due to the socio-cultural constructivism around them, which impacts the pattern of action.

Turning to the literacy model as intellectual empowerment on the phenomenon of sexual harassment and violence refers to real efforts as a form of self-protection. Literacy is not only a means of fulfilling skills to deal with writing or reading in a certain cultural and ideological context but also provides a deep enrichment that then transforms into human

thinking patterns (Bélisle, 2006). According to Azra in Sari et al. (2021), this literacy concept tends to lead human reasoning to imply a cognitive system that appears to contribute to developing critical awareness, transmission, and ideas in action. Thus, when someone has entered a literacy pattern of intellectual empowerment in the context of sexual harassment and violence, they tend to be able to try to control and protect themselves from a crime.

Sexual harassment and abuse are a part of Gender Analysis. Davies & True (2015) explained that gender analysis contains conflict analysis activity that focuses on the practice of structural injustice caused by gender. Departing from the existence of gender differences which subsequently gave birth to gender-based roles at first, it was not necessary to argue about it. But unfortunately, the implementation of gender differences and roles does not stop there. In this case, women are valued less than men and are the constructive birth of traditional gender roles in certain genders. As Oktriyanto et al. (2021) the masculine concepts identifies men as dominant and physically strong figures so that they can make decisions and even have the right to control women. Gender analysis is also a form of criticism of social analysis that uses the principle of rationality but without focusing on problems in a social system in the form of traditional gender roles. So that the existence of a subjective assessment is what raises new problems that need to be analyzed independently of value. The condition of gender structural injustice raises the manifestation of gender injustice which is divided into five of them:

1. Marginalization in the form of economic impoverishment of a certain gender,
2. Subordination in the form of policies that are made without considering the importance or even considering women,
3. Stereotypes or negative labeling of certain genders, such as men as breadwinners,
4. Violence or violence which is divided into physical violence (rape, beatings) and more subtle sexual harassment (sexual harassment),
5. Burden in the form of workload discrimination both in the domestic or public space for a certain gender

Sexual harassment and abuse are activities that have recently been rife in the reality of society, especially in college. However, Orami.com (2020) states that the difference between harassment and sexual violence is in the form of unwanted sexual seduction behavior, asking

to exchange something for sexual activities, and other unwanted sexual behavior. While sexual violence is in the form of sexual behavior carried out physically without the consent of the relevant parties. Meanwhile, Komnas Perempuan Commissioner Siti Aminah Tardi stated that sexual harassment is part of sexual violence that is unwelcome attention or unwelcome behavior (unwanted or unwanted). In contrast, sexual violence is an act of physical attack without the consent of either party (Septiasputri, 2020).

Sexual harassment is defined as a form of humiliating behavior or looking down on someone leading to sex, gender, or other sexual activities between women and men that cause negative reactions in the form of shame, hate, anger, offense, and others to someone who is a victim of the harassment. (Nim, 2020). The act of sexual harassment can be in the form of physical or non-intentional touching. Still, the victim feels uncomfortable with the act because these actions are intimidating, insulting, and hurt the victim's feelings. All actions that lead to elements violating the norms and values of decency or decency can be categorized as obscene acts. Harassment is often a threat of crime for some women who experience it because they are treated unfairly and violated their rights. Moreover, various types and forms of harassment are often motivated by sexual desire. This reality is real among women and requires special attention from the government because it is related to the morality of the nation's generation.

The sexual violence discussed in the RUU explains that sexual violence is any behavior in the form of harassment, humiliation, bodily assault because of lust, and unwanted sexual desires and involves coercive actions that cause a person to suffer physically. Psychological, sexual, social, cultural, and other disadvantages (Wibawati, 2021). KOMNAS Perempuan (2021) released the form of sexual abuse, including rape, physical and non-physical sexual harassment, sexual exploitation, trafficking of women for sexual purposes, forced prostitution, sexual slavery, forced marriage, forced pregnancy, forced abortion, and discriminatory social control over religious morality. Sexual harassment and violence are attacks of a sexual nature by a person against another person forcibly and are usually accompanied by threats (Erikayati, 2017).

### **Social Awareness and Self Protection Behavior**

Awareness is a concept that each individual can shape or improve. An individual who knows what he is feeling and can use it to help him make a decision and has a realistic benchmark for his abilities and strong self-confidence. Amrozi (2020) adds that self-awareness is not only limited to providing observations and recognition of each other's feelings but also collecting vocabulary to discover the relationship between thoughts, feelings and reactions. The formation of a new and more specific psychological mirror reflects the awareness and self-awareness of the subject. There are several characteristics of self-awareness that can be seen from strengths and weaknesses, which can provide space for him to reflect and learn from his experiences (Kravtsova, 2006)—in addition, having an openness to feedback given so that they can accept new perspectives and want to continue to learn to develop themselves and have the availability to see themselves with a broader perspective.

The concept of self-awareness presented by Tasmara (2001) is the human ability to observe oneself, which gives the possibility that humans can place themselves in three times, namely the present, the past and the future. That way, humans can plan future actions. In this case, it is known that self-awareness or self-awareness is critical for each individual to have. It is because low self-awareness can have an impact on the individual himself and can harm others. For example, changes in communication made by children with adults appear based on crisis formations. They are related to the realization of the child's new self-awareness in carrying out vital activities that do not occur due to an activity's technical and operational aspects. On the other hand, individuals with a high level of awareness can be interpreted that the individual knows themselves well—oneself such as self-control both, emotions and understanding of the desires of others (Kravtsova, 2006).

Each individual unconsciously owns self-protection. Alicke & Sedikides (2009) reveals that self-protection is an individual's motivation to maintain, promote, or safeguard pivotal interests and consider their relationship and how they are regulated. In their research, Erica et al. (2021) stated that self-protection ability is an individual's ability to be self-efficacy, expectancies, and recommended behaviours for protecting oneself and one's community. It can be seen that self-protection is an effort to protect oneself from all forms of interference and threats and ensure that oneself is free from injury or damage. Such efforts require weapons to protect themselves.



It can be explained that individuals tend to protect themselves because they have instincts or behaviours to protect themselves, react to security and act for self-protection. In this regard, victims of various forms of crime have tried to seek assistance in counselling and report the crimes they have experienced to the police. In Weinstein's journal, "Effects of personal experience on self-protective behaviour", a study of self-protective behaviour was identified, namely attention from the community, the influence received by the victim and intra-individual response. The relationship between these three things is that every danger or threat attacks the community will undoubtedly be realized directly as well as information content from the mass media which contains about the nature of the danger itself, about victims who must accept suffering, and also steps that can reduce or prevent the risk of crime.

Self-protection behaviour can not be separated from the term self-efficacy. Erica et al. (2021) introduced self-efficacy in one aspect of social cognitive theory. Bandura stated, "Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments". Feist (2011) reiterated that self-efficacy is a person's belief that they can do a job at a certain level of performance to achieve the expected results so that it will affect situations that affect their lives. Individuals with a relatively high level of self-efficacy will be much more optimistic, with a more positive mood and able to process information more effectively and efficiently. In addition, individuals will see failure as a tool to motivate themselves to keep trying to improve until their goals are achieved (Santrock, 2012).

The concept that is still related to self-protection behaviour is self-defence. According to Sutojo; in Nur Alif (2018), self-defence or skills in self-defence can build self-confidence based on reality to set goals and the form of the thought needed to achieve these goals. Self-defence skills can be done through essential mastery, such as martial arts. In specific lessons or paid courses, knowledge of the concept of self-defence can be obtained. Then understand various events in the surrounding environment, such as something that endangers personal safety. So it can be concluded that self-defence is one of the human needs that must be fulfilled in life to be free from threats without any fear of danger. Liebling (2006) states that although a simple but effective form of self-defence can minimize the possibility of victims of crime.

y1	y2	y4	y6	yttotal		
y1	Pearson Correlation	1	.286	.111	.310	.643*
	Sig. (2-tailed)	.424	.760	.384	.045	
N	10	10	10	10	10	
y2	Pearson Correlation	.286	1	-.259	-.306	.079
	Sig. (2-tailed)	.424	.469	.391	.828	
N	10	10	10	10	10	
y4	Pearson Correlation	.111	-.259	1	.630	.711*
	Sig. (2-tailed)	.760	.469	.051	.021	
N	10	10	10	10	10	
y6	Pearson Correlation	.310	-.306	.630	1	.830**
	Sig. (2-tailed)	.384	.391	.051	.003	
N	10	10	10	10	10	
yttotal	Pearson Correlation	.643*	.079	.711*	.830**	1
	Sig. (2-tailed)	.045	.828	.021	.003	
N	10	10	10	10	10	

Tabel. 2. Validity & Reliability Protective Behaviour

Table. 1 Validity & Reliability Literacy Scale

	x1	x2	x3	xttotal	
x1	Pearson Correlation	1	.723*	.575	.910**
	Sig. (2-tailed)	.018	.082	.000	
N	10	10	10	10	
x2	Pearson Correlation	.723*	1	.561	.887**
	Sig. (2-tailed)	.018	.092	.001	
N	10	10	10	10	
x3	Pearson Correlation	.575	.561	1	.791**
	Sig. (2-tailed)	.082	.092	.006	
N	10	10	10	10	
xttotal	Pearson Correlation	.910**	.887**	.791**	1
	Sig. (2-tailed)	.000	.001	.006	
N	10	10	10	10	

Table. 3 Summary Model Literacy and Protective Behavior

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.415a	.172	.165	2.886

a. Predictors: (Constant), Variabel X

Based on the table above, the R square score of 0.172 was obtained. This means that the effect of variable X on variable Y is 17.2%

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	3.606	1.155	.415	3.122
	Variabel X	.614	.124		4.952

Based on the regression analysis results, we obtained a Constant score of 3.606. It means that if the X score is 0, the Y score is 3.606. Then the variable coefficient score of X is 0.614. It explains that the higher their literacy and knowledge, the higher their protective ability will be. Then obtained was a significance score (Sig.) of 0.000 (<0.05). It means that the higher the literacy rate for violence and sexual harassment, the higher their ability to protect against various threats in their environment. In this study, the researcher used the concept of literacy on variable X and the concept of self-protection behaviour on variable Y. The findings showed that as many as 120 respondents gave their perceptions with varying answers regarding knowledge about examples of sexual harassment and violence, including: first, catcalling with the correct answer. As much as 95.8%; second, sexism with correct answers was 88.3%; third, physical touch done by the opposite sex without consent with the correct answer as much as 93.3%; fourth, revenge porn with 100% correct answers; fifth, sexting with 88.3% correct answers. The questions that are not examples of sexual harassment and violence include sexual activity outside of marriage with 57.5% wrong answers, and questions about masturbation in public that are not examples of sexual harassment and violence with 55.8% correct answers. Meanwhile, three other questions regarding the legal basis for sexual harassment and violence include

1. the legal basis for Permendikbud No. 30 of 2021 with 95% correct answers,
2. the bill that discusses harassment and violence with 77.5% correct answers, and
3. Komnas HAM with 57.5% incorrect answers.

Reviewing the data above, students' perceptions of knowledge about examples of sexual harassment and violence are quite high. *Catcalling activity* is defined in the Oxford dictionary as whistling, screaming, and sexual behaviour towards women passing by

(Windrayani, 2020). Therefore, Catcalling can be said to be an example of street harassment and sexual harassment. The issue of sexism discusses the act of discriminating and demeaning all activities carried out by women (Kurnia, 2011). Understanding comparing activities based on gender is a form of gender harassment. Quoted via the idntimes.com page, gender harassment is included in gender-based sexual harassment, usually bringing down transgender people, sexism and even physical violence against gender identity groups (Herdyanto, 2020).

The physical touch made by the opposite sex without consent includes examples of sexual harassment and violence. Physical touch is a form of non-verbal harassment, which can be holding, touching, touching, kissing, and another verbal touching on a sexual object (Kurniawan, 2016). Thus, physical touch without the consent of the opposite sex is a form of non-verbal harassment. As for revenge porn (revenge by spreading photos or videos of sexual activity) quoted on the LBHsemarang.id page, it is a form of sexual violence which generally takes the form of threats that force the victim to disseminate immoral content to mass audiences, such as sound recordings, photos and videos (Oktaviani, 2020). Based on this, the threat of revenge porn can be said to be a form of sexual violence.

Sexting is a form of sexual violence and cybercrime. Described in work, Syaifudin (2021) reported sexting as an activity of sending sexual messages through the internet in the form of words or sentences, photos, videos to stickers with sexual nuances. Furthermore, sexual activity outside of marriage is perceived as not an example of sexual harassment and violence because these actions are based on the desire of each individual to fulfil their sexual satisfaction, proving their love (Nur, S. 2019). According to research from the National Health and Social live survey, biological urges that cannot be restrained are carried out solely to strengthen commitment to dating (Kurniawati, N., & Wardani, R. A., 2020). This is contrary to the definition of sexual harassment and violence based on without the consent of either party. Respondent's knowledge of the legal basis for sexual harassment and violence is very high regarding Permendikbud No. 30 of 2021, which is the legal basis that protects victims of sexual harassment and violence on campus. The regulation was passed with the aim that cases of sexual harassment and violence on campus could be reduced, and for victims, it could be used as a legal shield in handling and preventing sexual harassment and violence.

Furthermore, respondents' knowledge about the RUU PKS changing its name to the TPKS was relatively high. Medcom. Id editorial changes, and several articles were added to the latest draft of the PKS those related to sexual harassment, forced contraception, sexual exploitation and forced sexual intercourse (Martaon, 2021). Respondents' knowledge regarding institutions that protect victims of sexual harassment and violence was 57.5% answered incorrectly. It is appropriate because the law enforcer protecting victims of sexual harassment and violence is the National Commission on Violence against Women or the National Commission Against Women.

From the explanation above, it can be concluded that the respondents' literacy knowledge is relatively high. Understanding respondents' functional literacy in reading skills creates new knowledge insights related to sexual harassment and violence so that respondents can sort out which knowledge is proper and which is wrong. Furthermore, a good understanding of literacy can impact high social awareness towards change for the better. Thus, through it, individuals can be more aware of self-protection against acts of harassment and social violence that are rife in the reality of people's lives.

Students' personal experiences in the context of sexual harassment and violence within the Malang City campus often experience catcalling harassment. Catcalling activities often found in the Malang City campus include whistling, sexual nuanced words under the guise of jokes, sexist jokes, shouts and speech accompanied by seductive behaviour. Catcalling activity is a form of verbal sexual harassment. Catcalling that occurred on campus was mainly carried out by students, security guards and some unknown people. These activities have an impact on the mental health of the victims. The psychological impact felt by the victim includes fear and trauma, anxiety, bipolar disorder, anxiety and depression. With cases of sexual harassment and violence currently increasingly rampant in Indonesia, every victim hopes to get justice so that the perpetrator gets the punishment he deserves for causing trauma, anxiety and mental disorders to the victim. As a state of law, as it should be, Indonesia must be firm in the sense of not being blunt and impressed by the situation of victims of sexual harassment and violence. In the Criminal Code Article 289 Chapter XI concerning crimes of immorality, it is stated that:

*“Siapapun dengan kekerasan atau ancaman kekerasan memaksa seseorang melakukan atau membiarkan dilakukan pada dirinya perbuatan cabul, dihukum karena telah merusakkan kesopanan dengan hukuman penjara selama – lama nya Sembilan tahun.”*

Indonesia has a legal basis regulated in UU Nomor 31 Tahun 2014 concerning victim-witness protection. It contains that witnesses and victims have the right to obtain protection for themselves and their families, are free from future threats for their testimonies, have the right to obtain and provide information or information without pressure, and are entitled to medical assistance and psychosocial and psychological rehabilitation for incidents. that had befallen him. Based on the student's perception, they think that the legal basis for harassment and violence is good enough, but its direct implementation and implementation in the real world is still far from the goal of the law. The conditions that victims get after reporting to law enforcement officers in Indonesia do not match their expectations for eradicating sexual harassment and violence cases. Concerning the protection of victim-witnesses, contains that witnesses and victims have the right to obtain protection for themselves their families, and are free from future threats for their testimonies, have the right to obtain and provide information or information without pressure, and are entitled to medical assistance and psychosocial and psychological rehabilitation for incidents. that had befallen him. Based on the student's perception, they think that the legal basis for harassment and violence is good enough, but its direct implementation and implementation in the real world is still far from the goal of the law. The conditions that victims get after reporting to law enforcement officers in Indonesia do not match their expectations for eradicating sexual harassment and violence cases.

The government's seemingly indifferent attitude towards sexual harassment cases makes students want the RUU Draft's ratification, which can complement the existing legal rules related to sexual violence and become a *lex specialis* used to deal with sexual violence. Cases of sexual violence (Subarkah, A. A. J., et al., 2021). There has been no continuation of the PKS Bill to be ratified by the DPR, making the community continue to voice their voices over the ratification of the PKS Bill for a safe and prosperous country. The use of knowledge about sexual harassment in educating those around them is relatively similar. According to Saputri (2013), efforts are made to educate friends or relatives if they find sexual harassment by taking preventive and repressive steps. Preventive control aims to prevent violations of norms. In general, many students are aware of the dangers of sexual harassment and violence, which can attack the victim's mind. Students realize that having an aware attitude towards cases of sexual harassment and violence is very important. What can be done is to instil self-

awareness that taking care of self first must be done through sensitivity to the case and being alert to the condition of the surrounding environment, strangers and even those closest to them. The student repressive control measures are carried out to take action on cases of sexual harassment and violence that violate norms. So that the perpetrators will feel a deterrent effect for the acts of sexual harassment and violence they commit against others. Have simple tools or weapons that you can use to protect yourself. It is known that 56.7% of 120 respondents chose a needle, which is small, sharp and easy to apply, as the highest alternative weapon used for self-defence. The second is a crucial weapon with 48.3%, followed by belts (19.2%). The tools that are intentionally needed for self-protection are pepper spray (15%) which can easily be sprayed on the perpetrator's eyes, shock devices (4.2%), barrels (3.3%), and self-defence sticks (2, 3%). The anticipatory steps that have been mentioned are constructive for students in dealing with acts of harassment and sexual violence on campus. Reporting to Komnas Perempuan in Indonesia is a derivative of the mechanism of the National Human Rights Agency, aiming to increase efforts to eliminate sexual harassment and violence against women in the local and even international scope. The purpose of the existence of Komnas Perempuan is to develop conditions that are far more conducive to eliminating violence against women, upholding women's rights in Indonesia, and increasing efforts to prevent and overcome other forms of sexual violence.

## **CONCLUSION**

This study focuses on the relationship and influence between the literacy variables of sexual harassment and violence on the level of self-protection. This knowledge is obtained through conversations with people and sources from the internet such as news, articles, and journals. In this case, respondents' knowledge of catcalling activities is stated to be high, so it can be concluded that catcalling, sexism and sexting are examples of sexual harassment and violence; most of them know that catcalling is an act of sexual harassment and violence. The respondent's literacy knowledge is relatively high, whereas the respondent's functional literacy understanding in reading skills creates new knowledge insights related to sexual harassment and violence so that respondents can sort out which knowledge is proper and which is wrong. Respondent's knowledge of the legal basis for sexual harassment and violence is very high, knowing that Permendikbud No. 30 of 2021 is the legal basis that protects victims of sexual harassment and violence on campus. Then the respondent's

understanding of the change in the name of the PKS Bill to the TPKS Bill is relatively high, so it can be concluded that the respondents follow developments and changes in the law. Students' self-protection also shows linear results. Because the higher the literacy rate, the higher the self-protection actions students take. In order to overcome acts of sexual harassment and violence that occur in the academic environment, every student is strongly recommended to increase self-protection against acts of harassment and sexual violence. Building literacy against sexual harassment and violence can increase self-protection measures. This method is much more effective for individuals compared to relying solely on laws regarding the crime of sexual harassment and violence. For further research, it is hoped that researchers can reproduce references and add updates, considering that the data findings will continue to develop.

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