



Strengthening Students' Legal Awareness through Education on the Prevention and Handling of Sexual Violence in the Basic Student Leadership Training Program

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Abstract

Students' legal awareness is a crucial aspect of creating a safe, inclusive, and norm-compliant university environment. One way to strengthen this legal awareness is through education on the Prevention and Handling of Sexual Violence (PPKS), integrated into the Basic Student Leadership Training (LDKM) program. This article aims to describe the implementation of PPKS education in the STKIP Pasundan LDKM program as a means of strengthening students' legal awareness. The study employed a qualitative descriptive approach using a documentary analysis of the series of LDKM activities held on January 13–14, 2024, at Natural Hills, Lembang, West Bandung. Data were obtained from activity documents, implementation agendas, and participant briefing materials. The results of the study indicate that PPKS education was delivered in a structured manner through pre-LDKM orientation sessions as well as reinforced material at activity stations specifically addressing the Prevention and Handling of Sexual Violence in Higher Education Institutions. The integration of PPKS material with leadership education, organizational ethics, teamwork, and the reinforcement of institutional values provides students with a contextual learning experience in understanding their rights, obligations, and legal protection mechanisms on campus. This initiative not only contributes to the development of students' leadership character but also fosters a preventive legal awareness regarding various forms of sexual violence. Thus, LDKM can serve as a strategic platform for building a campus culture that is safe, just, and centered on respect for human rights.



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INTRODUCTION

Higher education institutions not only serve as institutions that produce graduates with academic competencies but also bear the responsibility of shaping students' character, morals, and legal awareness as responsible citizens. From the perspective of civic education, legal awareness is a key indicator that reflects an individual's ability to understand, respect, and comply with the norms that govern social and civic life. According to Soekanto (1982), legal awareness encompasses legal knowledge, legal understanding, legal attitudes, and patterns of legal behavior that develop within an individual. Therefore, strengthening legal awareness is an essential part of the educational process in higher education to foster an orderly, safe, and just academic environment.

Strengthening legal awareness in higher education settings has become increasingly relevant as attention grows toward various cases of sexual violence occurring within these institutions. This phenomenon indicates that the existence of rules and policies alone is not fully capable of preventing violations if they are not accompanied by an understanding and internalization of legal values by the entire academic community. Research by Banyard, Moynihan, and Plante (2007) shows that education focused on raising individual awareness and responsibility can contribute to the prevention of sexual violence by changing students' attitudes and behaviors. These findings underscore that prevention efforts cannot rely solely on repressive approaches but also require educational strategies capable of fostering a culture of mutual respect and the protection of every individual's rights.

In a global context, the prevention of sexual violence in educational settings has become a focus for various international organizations. UNESCO (2021) emphasizes that a safe, inclusive, and violence-free learning environment is a key prerequisite for achieving quality education. Meanwhile, UN Women (2022) emphasizes the importance of education that promotes respect for human rights, gender equality, and the protection of vulnerable groups as part of building a sustainable culture of the rule of law. Thus, education on the prevention of sexual violence serves not only as a means of protecting individuals but also as a tool for fostering citizens with legal awareness and a sense of social responsibility.

In Indonesia, the commitment to preventing and addressing sexual violence in higher education institutions has grown stronger with the issuance of various regulations, including Regulation of the Minister of Education, Culture, Research, and Technology No. 30 of 2021 on the Prevention and Handling of Sexual Violence in Higher Education Institutions. This regulation emphasizes that higher education institutions have an obligation to implement preventive measures through education, outreach, strengthening governance, and fostering a safe campus culture for the entire academic community. The implementation of this policy requires the active involvement of students as both subjects and agents of change in creating a campus environment free from sexual violence.

One strategy that can be implemented to strengthen students' legal awareness is through the integration of education on the Prevention and Handling of Sexual Violence (PPKS) into various student activities. Student activities hold a strategic position because they can reach students through participatory and contextual learning experiences. Astin (1999) explains that student involvement in campus activities has a significant impact on students' intellectual, social, and moral development. Through these activities, students gain the opportunity to internalize the values, norms, and social responsibilities necessary for life in society.

One form of student activity with great potential for strengthening legal awareness is the Basic Student Leadership Training (LDKM). Conceptually, LDKM is designed as a leadership development process aimed at shaping students who possess leadership abilities, organizational ethics, communication

skills, and strong character. According to Kouzes and Posner (2017), effective leadership is determined not only by the ability to manage an organization but also by the ability to understand values, demonstrate integrity, and respect the rights of others. Therefore, integrating PPKS material into LDKM activities is a strategic step toward linking leadership education with the strengthening of students' legal awareness.

The STKIP Pasundan LDKM for the 2023/2024 academic year integrates PPKS material into a series of orientation sessions and field activities alongside topics such as leadership, organizational ethics, teamwork, public speaking, and Pasundan values. This integration demonstrates an effort to make PPKS education an integral part of the students' character-building process. As noted by DeGue et al. (2014), an effective sexual violence prevention program is one that integrates aspects of knowledge, social skills, values formation, and group norm change into a unified educational process. Thus, the LDKM has the potential to serve as a learning platform that not only builds students' leadership capacities but also strengthens their legal awareness and social responsibility.

Although various studies have addressed student leadership education and the implementation of PPKS policies in higher education institutions, research specifically examining the integration of PPKS education into student leadership training programs as a means of strengthening legal awareness remains relatively limited. Therefore, this article aims to describe the implementation of Sexual Violence Prevention and Handling (PPKS) education in the Basic Student Leadership Training (LDKM) program at STKIP Pasundan as a means of strengthening students' legal awareness. This study is expected to contribute to the development of a preventive legal education model through student activities in order to foster a safe, inclusive, and just campus culture.

METHOD

This study employs a qualitative descriptive approach using a documentary study method to examine the series of activities in the Basic Student Leadership Training (LDKM) held on January 13–14, 2024, at Natural Hills, Lembang, West Bandung. Research data were obtained from activity documents, implementation agendas, and training materials provided to participants. According to Bowen (2009), a documentary study is a qualitative research method that utilizes documents as data sources to gain an in-depth understanding of a phenomenon, program, or social activity. This method was chosen because documents provide stable, meaningful information that can be repeatedly analyzed to understand the context of program implementation. Therefore, an analysis of the LDKM activity documents was used to identify ways of strengthening students' legal awareness through education on the Prevention and Handling of Sexual Violence (PPKS), which was integrated into the series of student leadership activities.

RESULTS AND DISCUSSION

The study findings indicate that PPKS education is delivered in a structured manner through pre-LDKM orientation sessions and reinforcement of the material at activity stations that specifically address the Prevention and Handling of Sexual Violence in Higher Education Institutions. The integration of PPKS material with leadership education, organizational ethics, teamwork, and the reinforcement of institutional values provides students with a contextual learning experience in understanding their rights, obligations, and legal protection mechanisms on campus. These activities not only contribute to the development of students' leadership character but also foster a preventive legal awareness regarding various forms of sexual violence. Thus, LDKM can serve as a strategic platform for building a campus

culture that is safe, just, and grounded in respect for human rights.

Education on the Prevention and Handling of Sexual Violence (PPKS), delivered through the Basic Student Leadership Training (LDKM) program, demonstrates that efforts to prevent sexual violence can be carried out effectively through a structured educational process beginning when students enter the college environment. The study's findings reveal that PPKS materials are not only delivered as an initial orientation but are also reinforced through various activities integrated with student leadership development. These findings indicate that LDKM serves not only as a means of introducing students to the organization and developing leadership skills but also as a vehicle for character education focused on fostering legal awareness and respect for human rights. This aligns with the findings of Salazar et al. (2019), who stated that systematically implemented sexual violence prevention education programs can enhance students' understanding of the concept of consent, healthy relationships, and social responsibility in creating a safe campus environment. Thus, the integration of sexual violence prevention education (PPKS) materials into the student leadership development process can be understood as a preventive strategy aimed at building students' knowledge, attitudes, and behaviors so that they are more sensitive to various forms of sexual violence that may occur in the higher education environment.

In addition to enhancing knowledge, PPKS education in the LDKM also contributes to fostering a collective awareness among students in creating a safe and inclusive campus culture. Through an understanding of victims' rights, reporting mechanisms, and the importance of students' role as agents of prevention, LDKM participants gain a learning experience that is contextual and relevant to campus life. These findings indicate that PPKS education is not only oriented toward the transfer of information but also toward the internalization of values such as respect for human dignity, social responsibility, and care for others. Crusto et al. (2024) explain that sexual violence prevention programs integrated with leadership development and social responsibility are more effective in fostering a culture of prevention than programs implemented separately. Therefore, the inclusion of sexual violence prevention and response (PPKS) materials in LDKM can be viewed as a strategic step by higher education institutions in preparing students who not only possess organizational leadership skills but also have civic awareness, social sensitivity, and a commitment to creating an academic environment that is just, safe, and free from sexual violence.

The integration of PPKS material with leadership education in LDKM demonstrates that student character development cannot be separated from efforts to protect human rights. Crusto et al. (2024) explain that sexual violence prevention programs integrated with leadership development and social responsibility have a stronger impact than programs delivered separately. In this context, students not only learn to become organizational leaders but also understand the importance of creating safe, equitable, and discrimination-free spaces.

The delivery of PPKS material across various activity stations provides a contextual and practical learning experience. Students not only receive information about campus regulations and policies but are also guided to understand the various forms of sexual violence that often go unnoticed in daily life. Kennedy et al. (2024) found that an experiential learning approach combined with case discussions can enhance students' understanding of the risks of sexual violence and prevention strategies.

In addition to enhancing knowledge, PPKS education also contributes to shaping students' attitudes. Beres (2020) emphasizes that an understanding of consent is a key foundation in sexual violence prevention education because it can reduce acceptance of various myths that justify or normalize acts of sexual violence. Therefore, strengthening consent-related content in LDKM plays a crucial role in fostering a culture of mutual respect on campus.

The LDKM program not only serves as a means of transferring knowledge about the Prevention and Handling of Sexual Violence (PPKS), but also provides a learning space that enables students to develop their civic capacity to maintain a safe and dignified academic environment. Through various materials and simulations provided, students are encouraged to demonstrate moral courage and social responsibility when facing situations that may involve sexual violence. In this context, students are not treated as passive subjects but rather as active members of the campus community who play a role in preventing violations of the rights and dignity of fellow campus members. This finding aligns with the research by Salazar et al. (2019), which demonstrates that bystander intervention education can enhance students' awareness, concern, and courage to take preventive actions when they encounter indications of sexual violence. Thus, the internalization of PPKS values through LDKM not only strengthens students' knowledge but also shapes their character as members of the campus community who possess social sensitivity, a sense of collective responsibility, and a commitment to fostering a safe, inclusive academic culture that respects human rights.

Strengthening understanding of reporting mechanisms and victim protection is a key aspect of implementing education on the Prevention and Handling of Sexual Violence (PPKS) in higher education institutions. The study's findings indicate that this material is provided to LDKM participants as part of efforts to raise student awareness regarding the rights of the campus community when facing or witnessing cases of sexual violence. Understanding reporting procedures, available forms of protection, and the agencies authorized to handle cases of sexual violence provides students with essential tools to respond appropriately and responsibly to various issues that may arise in the academic environment. This type of education not only improves students' legal literacy but also strengthens their sense of safety and trust in the protection system provided by higher education institutions.

These findings are consistent with the research by Pambudi et al. (2025), which states that one of the main obstacles in handling cases of sexual violence on college campuses is the low reporting rate caused by students' limited understanding of the available mechanisms. Therefore, providing information about victims' rights, the functions of the Sexual Violence Prevention and Response Task Force (*Satuan Tugas PPKS*), reporting procedures, and support services through LDKM activities is a strategic step toward improving students' access to the campus protection system. Through this understanding, students not only learn the steps they can take when they become victims or witnesses but are also encouraged to participate in creating a campus culture that is responsive to cases of sexual violence, oriented toward victim protection, and upholding the principles of justice and respect for human dignity.

From the perspective of higher education governance, PPKS education through LDKM supports the creation of a campus system that is more responsive to issues of sexual violence. Attala and Nurhaeni (2024) state that student involvement in understanding and supporting the implementation of anti-sexual violence policies is a key factor in building the effectiveness of campus policies. The higher the level of student participation, the greater the likelihood of creating a sustainable culture of reporting and prevention.

In the context of civic education, PPKS curriculum is closely linked to the development of students' legal awareness. Mudzakkir et al. (2023) explain that PPKS policies in higher education institutions are fundamentally aimed at fostering awareness among the campus community regarding their rights, obligations, and collective responsibilities in protecting vulnerable groups. Therefore, PPKS education serves not only as a means of preventing sexual violence but also as a tool for civic education centered on respect for human rights.

The successful implementation of PPKS in LDKM also highlights the importance of an educational approach that takes into account students' social and cultural contexts. Muniroh et al. (2024) found that an educational approach that takes into account cultural values and participant characteristics can increase acceptance of sexual violence prevention material. This explains why integrating PPKS material with institutional values in LDKM can result in a more effective internalization process.

The study's results indicate that LDKM can serve as a strategic medium for fostering a safe, inclusive, and equitable campus culture. These findings align with the perspective of Said et al. (2025), who assert that preventing sexual violence in higher education institutions requires educational strategies that are preventive, participatory, and sustainable. By integrating sexual violence prevention education with student leadership development, universities not only cultivate competent future organizational leaders but also foster campus members who possess legal awareness, social responsibility, and a commitment to respecting human rights.

CONCLUSION

The implementation of the Sexual Violence Prevention and Response (PPKS) education program within STKIP Pasundan's Basic Student Leadership Training (LDKM) program demonstrates that student leadership development activities can serve as an effective means of strengthening students' legal awareness from the very beginning of their college experience. Integrating PPKS material with instruction on leadership, organizational ethics, teamwork, and institutional values provides a more comprehensive understanding of students' rights, obligations, and responsibilities in creating a safe campus environment free from sexual violence. Through the delivery of educational materials and participatory learning activities, students not only gain knowledge about regulations and mechanisms for addressing sexual violence in higher education institutions but also develop a sense of compassion, respect for human rights, and an awareness of the need to play an active role in preventing various forms of violence. Thus, the LDKM program serves not only as a platform for fostering student leadership but also as a legal education tool that supports the creation of a safe, inclusive, and just campus culture.

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