



Violence Prevention Policy in Higher Education: Comparative Study of Permendikbudristek Number 30 of 2021 and Number 55 of 2024

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Abstract: Education develops human resources. Higher education is prone to sexual violence. The response to sexual violence in higher education, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) issued Permendikbudristek Number 30 of 2021 to prevent and handle sexual violence and Permendikbudristek Number 55 of 2024 to prevent and handle violence. Normative legal research qualitative descriptive analysis of secondary data sources. Permendik-Budristek Number 30 of 2021 is limited to sexual violence, recruitment of long-term task forces with unclear positions, handling of violence in the implementation of Tridharma, unclear handling of cases not related to the implementation of Tridharma, and the budget is not yet detailed. Permendik-Budristek Number 55 of 2024 physical violence, mental violence, bullying, sexual violence, differences and intolerance, and policies related to violence. The recruitment of task forces clearly takes into account the lack of human resources, adding to the implementation of the Tridharma, violence mechanisms that are not related to the implementation of the Tridharma to other mechanisms, and budgets implemented by Universities. Universities must be safe from violence, citizens have the right to be free from differences, oppression, and violence. Maintaining the value of the University, the maximum potential for happiness is formed, comfortable and safe for learning work. If there is violence, the University must not allow it to be imposed sanctions so as not to increase violations.

Keywords: Policy; Prevention; Handling; Violence; Higher Education

1. Introduction

Education as a factor in developing human resources with the aim of being able to create productive people in realizing national progress (Sangalang, 2022). Viewed from a sociological and ideological perspective, it is said that violent events in life often occur. Not only in the domestic environment of the household or family, but violence has occurred in various work environments to educational environments (Sumintak & Idi, 2022).

Universities should be a safe place to pursue knowledge (Iriawan et al., 2024) in fact, it is also known that there is still a risk of sexual violence. The level of power factors and dynamic relationships between students and lecturers and the complexity of the academic environment are the background to universities becoming a potential place for the emergence of sexual violence. (Saputra et al., 2024).

Violations of Human Rights (HAM), one of which is serious sexual violence and causes harm (Arabella et al., 2024) because of the presence of sexual violence as an unwanted act by one person against another person on the basis of sexuality (Tristadewi et al., 2024). Sexual violence in the university environment is a serious problem in Indonesia due to a number of increasing cases found in universities (Wulandari et al., 2024).

Data from the National Commission on Violence Against Women from the 2024 annual report showed an increase in the number of cases of gender-based violence against women, 330,097, an increase of 14.17% from 289,111. The National Commission on Violence Against Women stated that the 2024 annual report was not a measure of statistical figures but rather a basis for real policies to create a society free from violence against women (Perempuan, 2025b).

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In responding to sexual violence in higher education, the Minister of Education, Culture, Research and Technology Regulation Number 30 of 2021 was issued (Lantang et al., 2022). The regulation was created to prevent an increase in and handle sexual violence by providing assistance, rehabilitating victims, providing administrative sanctions and providing protection (Mandey et al., 2025) Apart from that, it also provides justice for sexual victims in the university environment (Makin, 2024).

Concrete indicators that cause an increase in cases of non sexual violence in Higher Education so that the scope of the policy of Permendikbudristek Number 30 of 2021 to Permendikbudristek Number 55 of 2024 is to look at empirical data such as the National Commission on Violence Against Women and the 2024 annual case reporting data, many types of reporting are carried out other than sexual violence, namely psychological violence, physical violence, and economic violence. Then the Higher Education environment still shows a strong hierarchy between lecturers and students or senior lecturers and junior lecturers, which also causes non-sexual violence to be more vulnerable due to the lack of reporting channels and non-sexual violence is more often not reported because it is still considered normal. Permendikbudristek Number 30 of 2021 itself is considered too focused on sexual violence so that non-sexual violence is not handled systematically.

Human Rights (HAM) studies provide a legal basis to strengthen universities must be free from all forms of sexual and non-sexual violence. As all forms of violence in universities are violations of Human Rights (HAM) which are not just forms of violations of ethical norms. Therefore, the State and Universities have a legal responsibility in creating an educational environment that is free from all forms of violence. Human Rights (HAM) also encourages the understanding that victim protection and restorative justice are part of the Higher Education system. Permendikbudristek Number 55 of 2024 explicitly uses the terms gender justice and inclusiveness as derivative principles of Human Rights (HAM). Based on the provisions of Article 28 G Paragraph 1, Article 28 I Paragraph 1, Article 28 I Paragraph 4, Article 28 D Paragraph 1, Article 28 C Paragraph 1, Article 31 Paragraph 1 of the 1945 Constitution, every individual in the Higher Education environment has the right to a sense of security, dignity, education, and justice.

However, the policy of Permendikbudristek Number 30 of 2021 concerning preventing and handling sexual violence received a response by providing support and criticism. Responding to the weaknesses that arose, this encouraged the birth of Permendikbudristek Number 55 of 2024 concerning preventing and handling violence in Higher Education (Ginting et al., 2025). Is the new policy able to provide a more comprehensive implementation regarding the prevention and handling of sexual violence in the university environment.

Referring to the description that has been presented, a discussion is needed regarding the comparative changes between Permendikbudristek Number 30 of 2021 concerning preventing and handling sexual violence with Permendikbudristek Number 55 of 2024 concerning preventing and handling violence in Higher Education Institutions and then environmental security in Higher Education Institutions from violence.

2. Materials and Methods

Research using normative juridical (Angraini & Absori, 2022) with library research on the study of research objects (Rosidi et al., 2024). In addition, the law is conceptualized regarding what is written in statutory regulations (Jaman et al., 2021) normative in nature as the main source of legal material (Ardila & Fitriyanti, 2025) and norms that serve as guidelines for human behavior (Harini & Rahmat, 2025).

The normative legal approach is supported by secondary data such as reports on policy implementation in Higher Education as the focus of the study of applicable legal norms in the form of statutory regulations as evidence of the policy of the Minister of Education, Culture, Research and Technology Regulation Number 30 of 2021 with the Minister of Education, Culture, Research and Technology Regulation Number 55 of 2024 as a reference for the effectiveness of legal norms.

The research procedure was carried out with various stages of collecting library data which was then reviewed and then elaborated on the processing of the research materials (Daeng et al., 2023). Credibility checks the overall information of important data collection carried out from literature studies (Yhudin et al., 2025). Data sources consist of primary data and secondary data (Maulida et al., 2025). Primary data as a complement to secondary data because secondary data is the main data in research (Kusumo & Supriyanta, 2025). Secondary data sources: library articles and legal policies (Kelana & Seregig, 2025) in other words using a textual study of legal texts (Stephani, 2025).

The answer to the problem is obtained by collecting research data (Angraini & Yuspin, 2022) regarding the comparison of Permendikbudristek Number 30 of 2021 with Permendikbudristek Number 55 of 2024 regarding the transformation of policies to prevent and handle sexual violence in Higher Education. The justification for selecting comparison as an object of normative study is because the policy is an evolution of interrelated policies from expanding prevention to handling forms of violence to assessing the substance of the law to develop consistently, progressively and fulfill the principles of protecting Human Rights (HAM).

Descriptive analysis techniques are used to describe the findings of data analysis results with the hope of contributing to understanding and development (Rahayu et al., 2025). The results of the qualitative descriptive analysis are linked to the problem and then a conclusion is drawn (Hutama & Ramadhan, 2025). The comparative analysis instrument is systematically compiled with an evaluation of the expansion of the substance of violence and the legal development of Permendikbudristek Number 30 of 2021 to Permendikbudristek Number 55 of 2024 in accordance with the principles of Human Rights (HAM).

3. Results and Discussion

3.1. Comparison of Changes Between Permendikbudristek Number 30 of 2021 Concerning Prevention and Handling of Sexual Violence in Higher Education Environments with Permendikbudristek Number 55 of 2024 Concerning Prevention and Handling of Violence in Higher Education Environments

Looking at the 2021 annual report of the National Commission on Violence Against Women, there were 8,000 reports in 2020. A total of 6,480 of the 8,234 cases of domestic violence were personal sexual violence while public violence was 962 cases of intercourse, rape, indecent acts or harassment. The National Commission on Violence Against Women also reported 954 cases in 2020 from 822 cases in 2019 (Budiarti et al., 2023).

Data on gender-based violence against women amounted to 330,097 cases, an increase of 14.17% compared to 2023. The data is high at 309,516 compared to the public domain of 12,004 cases and the state of 209 cases. Based on the types of violence from data from the National Commission on Violence Against Women and data on reporting cases of annual records in 2024, many reports were made of sexual violence 26.94%, psychological violence 25.94%, physical violence 26.78% and economic violence 9.84%. There was a shift in data from 2023 where data on psychological violence was widely carried out as per the annual record of sexual violence 17,305, physical violence 12,626, psychological violence 11,475 and economic violence 4,565. Meanwhile, data from the National Commission on Violence Against Women stated that psychological violence was high at 3,660, sexual violence 3,166, physical violence 2,418 and economic violence 966 (Perempuan, 2025a).

In addition, based on survey data from the Directorate General of Higher Education, Research, and Technology of the Ministry of Higher Education, Science and Technology (Kemendikristek) in 2020, 77% of lecturers stated that sexual violence occurred in Higher Education but 63% of cases were not reported. The annual report of the National Commission on Violence Against Women, more than 2.5 million cases of gender-based violence have occurred in the last 21 years. Violence against women against wives or girlfriends is a high figure. Meanwhile, violence in the public sphere of Higher Education

is an important concern. Data from the Online Information System for the Protection of Women and Children (SIMFONI PPA) from January to October 2024 showed that there were 1,626 cases of sexual violence against adult women. The data shows an increase since 2020. Data from the 2024 National Women's Life Experience Survey (SPHPN) stated that 1 in 4 women experienced physical and/or sexual violence (Anak, 2024).

The legal basis for providing protection and prevention of violence in higher education is marked by the emergence of Permendikbudristek Number 30 of 2021 (Saraswati & Sewu, 2022). It can be previously known that the targets of the regulations as stipulated in Article 1 of Permendikbudristek Number 30 of 2021 include students, as an educator, a person who works as an education staff, residents in the Higher Education environment and the community by implementing relations with students. Then as an educator and education staff carry out the tridharma as at the level of educational guidelines for the form of teaching, researching or developing, and devoting oneself to the community in Higher Education. Meanwhile, the targets of the provisions of Article 1 of Permendikbudristek Number 55 of 2024 include residents in the Higher Education environment consisting of lecturers, education staff, and students participating in helping with tridharma activities. Then the leaders of Higher Education, namely chancellors at universities and institutes, heads of colleges, directors at polytechnics, academies, and community academies and partners of Higher Education as legal entities or individuals carry out collaboration together with the implementation of the Tridharma of Higher Education.

The objective aspect of the Minister of Education, Culture, Research and Technology Regulation Number 30 of 2021 is to focus on preventing and handling sexual violence in Higher Education, while the Minister of Education, Culture, Research and Technology Regulation Number 55 of 2024 implements preventing and handling all types of violence so that security must be realized, involving all parties and freedom of Higher Education.

So, starting from the reason for the presence of Permendikbudristek Number 30 of 2021, it addresses the problem by requiring steps that specifically combat sexual violence, while the presence of Permendikbudristek Number 55 of 2024 acknowledges that the presence of previous regulations has not fully handled sexual violence, thus comprehensive prevention of violence is very much needed.

In terms of implementing the handling of the Regulation of the Minister of Education, Culture, Research and Technology Number 30 of 2021, it focuses on sexual violence which only regulates the handling of violence in the implementation of the Tridharma as stipulated in Article 10, stating that Higher Education handles sexual violence by taking steps to accompany, protect, punish and restore the condition of the victim. Meanwhile, Permendikbudristek Number 55 of 2024 focuses on expanding the types of violence, not only sexual violence. Article 48 adds that in handling types of violence, the implementation of the tridharma is carried out by carrying out stages of reporting, reporting follow-up, examination, preparation of conclusions and recommendations, and follow-up to conclusions and recommendations.

As stated in the provisions of Article 1 in the definition of sexual violence of the Minister of Education, Culture, Research and Technology Regulation Number 20 of 2021, namely actions with the aim of carrying out attitudes of humiliation, insults, harassment, attacks on body parts to reproduction due to power distance and gender, resulting in psychological suffering and disruption of organs that function to reproduce which also results in the loss of opportunities to carry out safe learning or work activities. The provisions of Article 5 state that sexual violence consists of acts of direct verbal assault, indirect direct assault, direct assault, and related to the development of current information and communication technology.

In the provisions of Article 1 regarding the definition of violence in the Minister of Education, Culture, Research and Technology Regulation Number 55 of 2024, violence is an act with or without the use of physical force that can cause harm to the body or life so that it has an impact on physical, sexual, or psychological suffering and can deprive someone of freedom, including causing someone to faint or become helpless. Sexual

violence as stipulated in Article 12 of the Minister of Education, Culture, Research and Technology Regulation Number 55 of 2024 that refers to the provisions of Article 7 paragraph (2) letter d is the same as an act with the aim of carrying out a demeaning attitude, insulting, harassing, attacking limbs to reproduction due to the distance of power and gender resulting in psychological suffering and disruption of organs that function to reproduce which also results in the loss of opportunities to carry out safe learning or work activities. The provisions of Article 5 state that sexual violence consists of acts of direct verbal attacks, not directly manifested, directly manifested, and by the relationship between technological developments in information and communication.

Permendikbudristek Number 55 of 2024 adds types of sexual violence as stipulated in Article 7 that types of violence consist of violence carried out directly physically, violence of mental attacks, bullying, sexual violence, making differences and not being tolerant, and policies related to violence. Of course, forms of violence occur both directly and indirectly with the help of modern digital or non-digital media connections.

In addition, the policy of Permendikbudristek Number 55 of 2024 provides a definition in distinguishing forms of violence. The provisions of Article 9 state that physical violence is carried out with physical contact using or without aids including brawls, abuse, fights, economic exploitation of forced labor, murder or other physical violence.

The provisions of Article 10 psychological violence is carried out without physical contact to demean, insult, scare, or make uncomfortable feelings including exclusion, rejection, neglect, insults, spreading rumors, mocking calls, intimidation, terror, embarrassing actions in public, blackmail and others. The provisions of Article 11 behavioral patterns of physical and psychological violence that are carried out repeatedly and on the imbalance of power relations are part of bullying. The provisions of Article 12 of sexual violence are acts with the aim of degrading, insulting, harassing, attacking body parts and reproduction due to power distance and gender, resulting in psychological suffering and disruption of organs that function to reproduce.

The provisions of Article 13 regarding discrimination and intolerance are distinctions, exceptions, restrictions or selections based on ethnic or tribal identity, religion, beliefs, race, skin color, age, social status, economic status, nationality, affiliation, ideology, gender and/or intellectual, mental, sensory and/or physical abilities. The provisions of Article 14 of the policy containing violence arise from the potential for violence in writing and not in writing in the form of decrees, circulars, service notes, appeals, instructions, and guidelines and other written policies as well as unwritten policies regarding appeals, instructions, or other things.

The amendment of Permendikbudristek Number 30 of 2021 with Permendikbudristek Number 55 of 2024 has an impact on the task force that works to prevent and handle the presence of sexual violence. As stipulated in Article 99 of Permendikbudristek Number 55 of 2024 regarding the validity of the Ministerial Regulation so that the work of the task force has been formed from the previous policy reference and is required to carry out duties according to authority until the term of office is completed. The number of task force members that have not met the minimum of 7 (seven) people, then the head of the University will increase the membership of the task force. Recruitment of task forces for a long flow whose status is not yet clear is also from the previous policy. Then carry out detailed simplification of recruiting task forces with a status that confirms and becomes a concern due to the limitations of human resources at the University.

The position of the task force of Permendikbudristek Number 55 of 2024 expands the task of all forms of violence from previously only being tasked with preventing and handling sexual violence with a limited scope. The task force now has a strong position explicitly regulated based on the principles of Human Rights (HAM). So as to avoid unclear task force authority and case reporting being handled less than optimally because the scope of the task does not cover all forms of violence. Victims become aware that all forms of violence can be reported to a task force that promotes justice and is

non-discriminatory. The task force is the main source in providing protection of Human Rights (HAM) which not only handles reports but also acts as anti-violence education in Higher Education, builds a culture of security, monitors and reports periodically to the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek).

Based on the provisions of Article 37 of the Minister of Education and Culture Regulation Number 30 of 2021, there is no detailed budget policy. Meanwhile, the Minister of Education and Culture Regulation Number 55 of 2024 has regulated the budget policy in preventing and handling violence, including the allocation of funding for Higher Education.

3.2. College Environment Must Be Safe From Violence

Realizing the function of Higher Education as stipulated in Article 4 of Law Number 12 of 2012, developing behavior based on guidelines for dignity, developing academics who are motivated to form creativity, innovation, skills, excellence, responsiveness, supporting tri-dharma activities, and developing knowledge on the presence of technological forms with basic references to humanity. Thus, Higher Education requires campus conditions with complete facilities, quality human resources with a ratio of fulfilling human needs, and a management mechanism for comfortable and safe conditions to carry out the learning process (Nurtjahyo et al., 2022).

To improve the life of the nation, quality human resources are created as a form of national development (Momuat et al., 2021). Education as a social institution that forms human character with culture and carries out the cultivation of the nation's noble values (Sudjatnika, 2017). Higher education is an educational institution as a center of civilization and forms educated people (Rohima et al., 2023) and has a strategic role in creating conditions of freedom from sexual harassment and violence (Khairani & Masitah, 2021). In addition, the culture of involvement in healthy interactions and sensitivity to gender equality. The overall responsibility of the academic community and the community in general of the University by realizing the security, peace, and comfort of the University for the purposes of learning, research and devoting oneself (Ginting et al., 2024).

Human Rights (HAM) are the basis for citizens' rights to live free from torture, discrimination and violence related to freedom of speech, the right to express opinions, the right to work, education and health as stipulated in the 1945 Constitution of the Republic of Indonesia (Gultom & Nainggolan, 2025). So constitutionally every citizen, especially in the world of education, has the right to be free from racial differences, oppression and violence.

The policy of the Minister of Education, Culture, Research and Technology Regulation Number 30 of 2021 explains that universities must punish perpetrators of sexual violence so that it will have a deterrent effect and of course will help rebuild the security of universities (Anam et al., 2022).

Women are the majority of victims of sexual violence in higher education. Women with feminine traits make them gentle individuals while men are tough individuals. Factors of gender inequality and injustice cause women to be a source of gender subordination (Adzkie et al., 2022). Students in higher education are people who are vulnerable to sexual violence due to the power relations between lecturers and students. People who have power can abuse it to commit crimes against weak parties. In higher education, lecturers have power over students over guidance, teaching, giving assignments and assessments. So there are some lecturers who have the opportunity to abuse their power by committing sexual violence so that students can carry out their duties smoothly (Musyafaah et al., 2022).

Often women as victims should be given the right to be helped and protected by any party (Simanjuntak & Isbah, 2022). Education and outreach on sexual violence must be intensified in the university environment to increase awareness and understanding of individual rights, personal boundaries, and the impact of violence integrated into the curriculum and extracurricular activities (Muksalmina & Yustisi, 2024).

Then sexual violence includes various verbal, non-physical, physical actions, and involvement in the use of information and communication technology, including if it is

done intentionally to allow acts of sexual violence to occur (Suanto et al., 2023). So it is considered that he has violated the regulations on preventing and handling violence in the university environment.

4. Conclusions

The main points of comparison of policies in Higher Education Minister of Education, Culture, Research and Technology Regulation Number 30 of 2021 concerning sexual violence that is prevented and handled from various types of violence are limited to sexual violence, recruitment of task forces is carried out through a long mechanism with unclear status, the scope of handling violence is only regulated to implement the Tridharma, the unclear referral mechanism in handling cases that are not related to the implementation of the Tridharma, and the budget has not been regulated in detail. Meanwhile, Permendikbudristek Number 55 of 2024 concerning violence that is prevented and handled regulates the types of sexual violence, namely violence carried out directly physically, mental violence, bullying, sexual violence, making differences and not being tolerant, and policies related to violence. Simplifying the recruitment of task forces with their positions clarified by taking into account universities that still have minimal human resources, increasing the scope of handling violence in the implementation of the Tridharma, a referral mechanism for cases of violence that are not related to the implementation of the Tridharma to other mechanisms, and a funding budget for preventing and handling violence allocated to universities.

The university environment must be safe from violence because constitutionally every Indonesian citizen, especially in the world of education, clearly has the right to freedom from feelings of difference, oppression, and violence. Educational institutions should guard the highest values in the university environment as a place to gather and grow idealism. With the development of potential and productivity to the maximum, happiness will be formed in work and learning that is comfortable and safe. If there is any form of violence, then the University must not allow it and must provide sanctions so as not to increase violations of existing policies.

The limitations of the study focus on the implementation of policies in the Higher Education environment using policies from Permendikbudristek Number 30 of 2021 and Permendikbudristek Number 55 of 2024 as well as reports from related institutions. Meanwhile, the hope for recommendations for further research is to evaluate the effectiveness of the policy of involving Higher Education in various regions of Indonesia and conduct in-depth research from the perspective of victims, perpetrators, and task force officers as an understanding of the success of the policy.

So that Permendikbudristek Number 30 of 2021 and Permendikbudristek Number 55 of 2024 do not just become policies, it is necessary to implement a strategy to change task forces into structural institutions of Higher Education organizations such as student affairs, requiring anti-gender violence and Human Rights (HAM) education as part of educational development courses such as Citizenship, Pancasila and professional ethics. Becoming part of the introduction of Higher Education (PKKMB) which builds critical awareness early on in the learning environment. Forming an integrated service unit that combines task forces, psychologists, advocates, and counselors of Higher Education with a safe, inclusive and victim-perspective reporting system and the integration of restorative justice not only criminal law, conducting periodic surveys on violence and the climate of Higher Education to be transparent and accountable. The involvement of the entire academic community in designing policy supervision and building a forum for Higher Education free of violence as a network between Higher Education. The Ministry can also determine indicators of success of a safe Higher Education culture as institutional accreditation from reports handled, task force responses, victim satisfaction, prevention programs, handling and mitigation carried out so that a safe culture becomes part of the institution's reputation.

The policy recommendations of Permendikbudristek Number 30 of 2021 and Permendikbudristek Number 55 of 2024 formulated the integration of legal norms in the

curriculum, Standard Operating Procedures (SOP) of institutions, and internal regulations of Higher Education Institutions are to develop mandatory courses on preventing and handling violence and Human Rights (HAM) in citizenship, Pancasila, and professional ethics as well as general courses according to the actualization of the impactful campus. Require students to take anti-violence and ethics training and collaborate with task forces to become mentors for Higher Education Introduction Training (PKKMB). Training for lecturers on issues of violence and power relations. Universities are required to prepare Standard Operating Procedures (SOP) for prevention, reporting, handling and recovery of victims, create a mechanism for reporting violence in the academic and student supervision system and an anti-violence clause in the academic community's work contract. Build a secure and confidential digital reporting platform connected to the task force, revise university regulations to accommodate the expansion of the task force and the authority to handle violence comprehensively, and add sanctions for perpetrators if necessary. Issue regulations on Higher Education to prevent handling of violence by adopting Permendikbudristek Number 55 of 2024. The Ministry also needs to develop institutional evaluation indicators for the number of reports of violence handled, the level of responsiveness of the task force, and students' views on the security of Higher Education.

5. Patents

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