

CHAPTER I

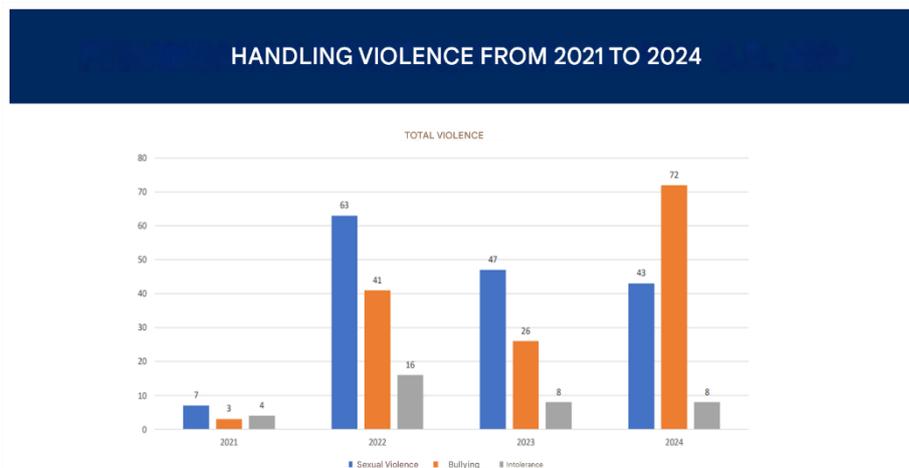
INTRODUCTION

1.1 Background

Bullying, sexual violence, and intolerance are the three major sins in the world of education. According to the Great Dictionary of the Indonesian Language (KBBI), bullying means disruptive and repetitive activities that can hurt others not only psychologically but also physically. Next is sexual violence, in KBBI sexual violence is the act of forcibly venting sexual desires possessed by a person to another person. The last is intolerance, in KBBI intolerance is the absence of tolerance. These three major sins, of course, have a bad impact such as threatening the welfare and safety of the students themselves and disrupting the teaching and learning process. The disrupted teaching and learning process can bring serious disaster to this nation because education is the key to everything.

The Ministry of Education, Culture, Research and Technology through the Higher Education Service Institution (LLDikti) shows the following data regarding the handling of violence in the higher education environment:

Figure 1.1 Number of Violence Handling from 2021 to October 15, 2024



Source: LLDikti, 2024

The first image shows that from 2021 to October 15, 2024, there are a total of 338 cases that have been handled. Sexual violence was the highest case with a total of 160 cases with details: 97 cases occurred in universities, 32 cases occurred in secondary schools, and 31 cases occurred in elementary schools or early childhood education. Universities are the educational units that experience the most cases of sexual violence. Bullying became the second highest case with a total of 142 cases with details: 31 cases occurred in universities, 70 cases occurred in secondary schools, and 41 cases occurred in elementary schools or early childhood education. Secondary schools are the educational unit that experiences the most cases of bullying. Intolerance was the lowest case with a total of 36 cases with details: 6 cases that occurred in universities, 17 cases that occurred in secondary schools, and 13 cases that occurred in elementary schools or early childhood education. Secondary schools are the educational unit that experiences the most cases of intolerance (Kemendikbudristek, 2024).

From this data, it can be seen that each education unit cannot be separated from the three cardinal sins of education. Self-control is very important so that these three cardinal sins of education do not occur. In the human brain, there are prefrontal cortex and amygdala. The prefrontal cortex is in charge of decision making and the amygdala is in charge of regulating emotions when making decisions (Siloam, 2024). Vera Itabiliana, child and adolescent psychologist, has stated that the prefrontal cortex and amygdala are fully functional at the age of 20 (Metro, 2024). The age of a person who is in the scope of university will certainly be close to the optimal function of the prefrontal cortex and amygdala, and some are even optimal. However, still higher education units contribute a fairly high number in terms of bullying, intolerance, especially sexual violence.

In addition to the significance of self-control, it is imperative to address and eliminate policies that perpetuate violence. A policy can be considered violent if it has the potential to incite violence. This can be either in a written or unwritten form. Written policies may manifest in the form of guidelines, official notes, circulars, decision letters, and other documentation. Unwritten policies can take the form of

instructions, appeals, and other informal directives. It is imperative for each university to establish and implement comprehensive policies and guidelines for the prevention and management of violence. In addition, the institution must establish and facilitate the Violence Prevention and Handling Task Force (PPKPT Task Force), which will assume full oversight of the policy in the near future.

On October 14, 2024, the Regulation of the Minister of Education, Culture, Research, and Technology Number 55 of 2024 concerning the Prevention and Handling of Violence in the Higher Education Environment has officially come into effect. With that, the Regulation of the Minister of Education, Culture, Research, and Technology Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in the Higher Education Environment is officially revoked. Regulation of the Minister of Education, Culture, Research, and Technology Number 55 of 2024 concerning the Prevention and Handling of Violence in the Higher Education Environment is a reference for all universities in preventing and handling. This regulation also provides a sense of security for victims to speak out (Zayani, 2025). Good rules are those that favor the victim. Regulation of the Minister of Education, Culture, Research, and Technology Number 55 of 2024 concerning the Prevention and Handling of Violence in the Higher Education Environment has a difference from the previous regulation where the old regulation was more focused on sexual violence and its prevention and handling. This new regulation complements the previous regulation and is expected to be more effective in prevention and handling.

Regulation of the Minister of Education, Culture, Research, and Technology Number 55 of 2024 concerning the Prevention and Handling of Violence in the Higher Education Environment calcifies violence in 6 forms consisting of: physical violence, psychological violence, bullying, sexual violence, discrimination and intolerance, and policies that contain violence. Strengthening governance, education, and the provision of infrastructure are steps to prevent and deal with violence in the university environment (Kemendikbudristek, 2024b). In the old regulation, the task force was named the Task Force for the Prevention and

Handling of Sexual Violence (PPKS Task Force) while in the new regulation it was called the Task Force for the Prevention and Handling of Violence (PPKPT Task Force).

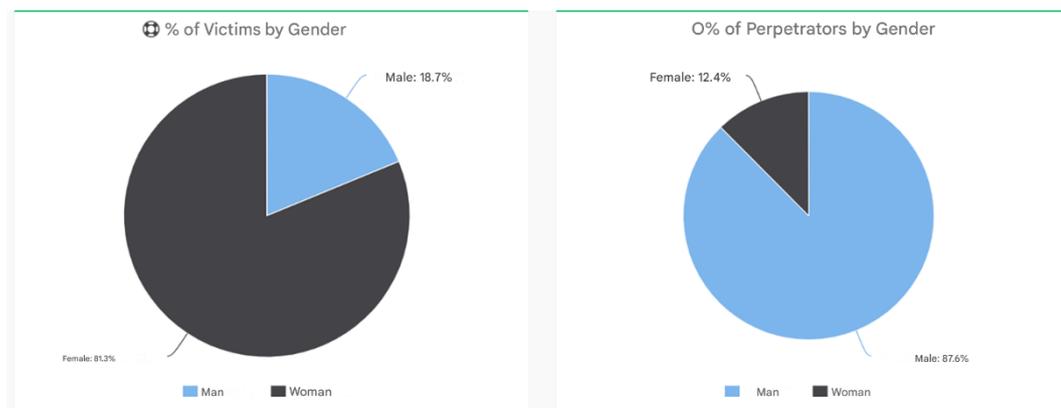
The Violence Prevention and Handling Task Force (PPKPT Task Force) is important to support the implementation of the Regulation of the Minister of Education, Culture, Research, and Technology Number 55 of 2024 concerning the Prevention and Handling of Violence in the Higher Education Environment. In the old regulation, this task force was called the Task Force for the Prevention and Handling of Sexual Violence (PPKS Task Force) because the Regulation of the Minister of Education, Culture, Research, and Technology Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in the Higher Education Environment focuses on sexual violence only. The Violence Prevention and Handling Task Force (PPKPT Task Force) has the task of creating a safe campus environment for all campus residents. In order to create safe conditions, the PPKPT Task Force has the responsibility to prevent and handle violence such as physical violence, psychological violence, bullying, sexual violence, discrimination and intolerance, and policies that contain violence. The Violence Prevention and Handling Task Force (PPKPT Task Force) has the function of receiving reports from all campus residents without exception, carrying out education to all campus residents, carrying out mentoring, and monitoring the implementation of anti-violence policies on campus. The Task Force for the Prevention and Handling of Violence (PPKPT Task Force) and anti-violence policies cannot be separated because they support each other. Therefore, each university is required to create a Task Force for the Prevention and Handling of Violence (PPKPT Task Force) (Kemendikbudristek, 2024a).

The PPKPT Task Force is subject to the direct supervision of the appointed deputy leader of the university. Universities possess the flexibility to establish a directorate or a special unit, thereby enabling the effective management of the PPKPT Task Force. The establishment of a management system is imperative to ensure the efficacy and organization of the Task Force. The formation of the PPKPT

Task Force membership is contingent upon the collaboration of all campus residents, lecturers, education staff, and students. The minimum required membership for the PPKPT Task Force is set at seven individuals, with the stipulation that the total membership be odd. Furthermore, it is imperative that the membership of the PPKPT Task Force accurately reflects the demographic composition of the university community, particularly with regard to gender representation. This is of paramount importance in ensuring the promotion of gender justice within the PPKPT Task Force. It is crucial to acknowledge that women frequently experience victimization and undervaluation, necessitating the deliberate inclusion of their voices and perspectives in the PPKPT Task Force.

The Ministry of Women's Empowerment and Child Protection through the online information system for the protection of women and children (SIMFONI-PPA) shows data on cases of violence as follows:

Figure 1.2 Percentage of Victims and Perpetrators of Violence by Gender from January 1, 2025 to February 22, 2025



Source: SIMFONI-PPA, 2025

The data above shows that 81.3% of women are victims. This is a very sad thing and proves the failure of the state and society to protect women. On the other hand, as many as 18.7% of men became victims. It also proves that not only women can be victims, men can also be victims. Both women and men must be protected, all have the same right to be protected. Justice applies to all genders. Double standards must be abolished from the scope of our society. In the context of

perpetrators by gender, men are the gender that commits the most violence with a total of 87.6%. Men who are supposed to protect women actually commit violence against women. On the other hand, as many as 12.4% of women are perpetrators. This proves that both men and women can be perpetrators. Both men and women can be victims and perpetrators. There is no better or worse gender.

As a leading institution of higher education in Indonesia, Diponegoro University is committed to adhering to and actively promoting the Minister of Education, Culture, Research and Technology Regulation Number 55 of 2024, which stipulates measures to prevent and address violence in the higher education sector. The university's commitment to addressing violence is further underscored by its Chancellor's Regulation Number 13 of 2022, which outlines comprehensive guidelines for the prevention and management of sexual violence within the university. The establishment of a student discipline and ethics enforcement service at the university level is a testament to Diponegoro University's dedication to maintaining a conducive learning environment. Students at Diponegoro University have the option of filing a complaint of violence by contacting the number or via WhatsApp of the Task Force for the Prevention and Handling of Violence in the Higher Education Environment (SATGAS PPKPT) at 0812-2233-6646 or via email at satgasppkpt@undip.ac.id. This demonstrates Diponegoro University's adherence to existing policies and its dedication to the well-being of its students.

Figure 1.3 Recruitment of Diponegoro University PPKPT Task Force

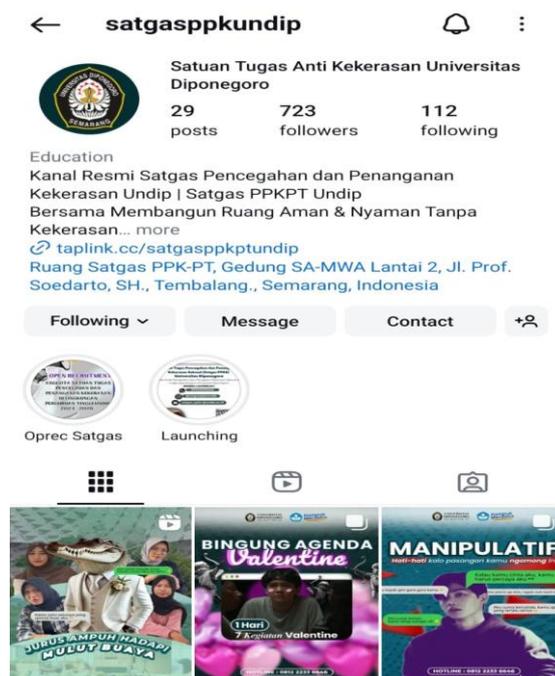
Member Registration for 2024 to 2026



Source: Diponegoro University Student Executive Board Instagram, 2024

Through the Instagram account of the Student Executive Board, Diponegoro University opened registration for membership of the PPKPT Task Force for the 2024-2026 period from November 7, 2024, to November 13, 2024. On November 18, the announcement of passing the administrative stage was made. After that, the public test was held from November 18, 2024, to November 21, 2024. The written test and Leaderless Group Discussion (LGD) were held on November 19, 2024. The interview was held on November 21, 2024. The final announcement of the PPKPT Task Force members was announced on November 22, 2024. The Diponegoro University PPKPT Task Force also has an official Instagram account called @satgasppkundip, which is active in sharing uploads about violence prevention and handling. The uploads on the account are interesting.

Figure 1.4 Instagram account of Diponegoro University PPKPT Task Force



Source: Instagram @satgasppkundip, 2025

Diponegoro University has taken strategic steps by establishing and strengthening the Task Force for the Prevention and Handling of Violence in Higher Education (Satgas PPKPT) in various faculties, including the Faculty of Psychology and the Faculty of Engineering. This initiative is part of the systematic

implementation of Ministerial Regulation Number 55 of 2024 on Education, Culture, Research, and Technology, which aims to create a safe and violence-free campus environment. The Faculty of Psychology plays a central role in this context, as the scientific foundation of psychology is highly relevant in addressing the psychosocial aspects of violence victims, including trauma recovery processes and psychological support. Through a science-based approach and professional counseling practices, this faculty makes a significant contribution to fostering a supportive academic climate. On the other hand, the Faculty of Engineering, which has a relatively large number of academic staff and complex interaction dynamics, faces unique challenges in preventing and addressing violence. Therefore, the presence of the PPKPT Task Force in this faculty is crucial for maintaining academic stability and security.

To enhance the capacity and professionalism of Task Force members in both faculties, the University of Diponegoro regularly conducts technical training sessions involving cross-disciplinary experts, such as law enforcement officials, clinical psychologists, and legal experts. These trainings are designed to strengthen the technical competencies of Task Force members in handling various cases of violence, including the identification of perpetrators, counseling for victims and witnesses, and mediation and reporting procedures. The focus of the training is not only on understanding legal aspects but also on psychosocial approaches and the comprehensive recovery of victims. Specifically, at the Faculty of Psychology, this training strengthens the institutional capacity to provide confidential and professional psychological counseling services to help victims overcome traumatic impacts, restore a sense of safety, and rebuild self-confidence. Meanwhile, at the Faculty of Engineering, the training serves as an important foundation for Task Force members to carry out their duties with responsibility and sensitivity to the complex social dynamics within the faculty.

Furthermore, in addition to performing its primary function in handling cases of violence, the PPKPT Task Force at the Faculty of Psychology and the Faculty of Engineering also works closely with various support units on campus,

such as the Consultation Services Unit, the Disability Unit, and the Student Discipline and Ethics Enforcement Agency (LKDPDEM). This inter-unit collaboration strengthens the holistic and integrated management system for handling violence. This integrated approach not only enhances the effectiveness of violence prevention and handling but also plays a role in fostering a campus culture rooted in values of empathy, justice, respect for human rights, and inclusivity. As a result, the academic environment in both faculties is expected to become a healthy, safe, and supportive learning space for the optimal development of all academic staff and students.

Within the legal framework of Diponegoro University Rector's Regulation Number 13 of 2022 concerning Guidelines for the Prevention and Handling of Sexual Violence, the authority relationship between the Sexual Violence Prevention and Handling Task Force (PPKPT) and the faculty is structured within an integrated, multi-layered, and functional governance model. This regulation normatively demonstrates that handling sexual violence is not positioned as an individual or incidental issue, but rather as an institutional issue that requires a clear division of roles between the central unit and implementing units at the faculty level.

Institutionally, the PPKPT obtains its legal legitimacy through Article 22 paragraph (1), which states that the Rector establishes a Task Force at the university level. This provision demonstrates that the PPKPT is not merely an ad hoc team, but rather an official university structure with institutional authority to carry out the function of preventing and handling sexual violence. Furthermore, the PPKPT's operational mandate is explicitly regulated in Article 23, which stipulates that the Task Force is responsible for the entire series of handling mechanisms, from receiving reports and conducting investigations, developing conclusions and recommendations, to victim recovery. With this construction, PPKPT becomes the center for fact-based decision-making in the sexual violence handling system at Diponegoro University.

The PPKPT authority in the initial stages of handling cases is clearly reflected in Articles 24 and 25. Article 24 stipulates that all reports of sexual violence be submitted to the Task Force, either in writing or through other easily accessible media. This means that the PPKPT is the single entry point for all cases of sexual violence within the university environment. Furthermore, Article 25 paragraph (1) provides the PPKPT with the obligation and authority to identify victims and witnesses, compile a chronology of events, examine evidence, inventory victims' needs, and provide information regarding victims' rights, handling mechanisms, and potential risks. Thus, from the beginning of the process, the PPKPT functions not only as a recipient of reports but also as an actor conducting initial assessments and ensuring substantive protection for victims.

During the examination stage, the PPKPT's authority is further expanded as stipulated in Article 26. The Task Force has the authority to summon and examine victims, witnesses, and the reported party, to present experts, and to provide appropriate assistance and accommodations for persons with disabilities. The hearing must be conducted in private and completed within a specific timeframe, demonstrating that the process is designed to maintain confidentiality, procedural fairness, and legal certainty. Through this authority, the PPKPT performs a quasi-judicial function on campus, as the results of its hearings will produce an official assessment of whether or not sexual violence has occurred.

The final stage of the PPKPT's authority is regulated in Articles 28 through 30. Based on the facts revealed during the investigation, the Task Force is required to draw conclusions regarding the evidence of sexual violence and formulate policy recommendations. If the violation is proven, the recommendation must include recommendations for rehabilitating the victim, sanctions for the reported party, and measures to prevent recurrence. Conversely, if it is not proven, the Task Force must recommend restoring the defendant's reputation. This recommendation is then submitted to the Rector as the basis for issuing a Rector's Decree as stipulated in Article 31. Thus, substantively, the PPKPT has the authority to determine the

direction of policy handling, while the Rector serves as the formal authority to ratify the decision.

On the other hand, faculties, structurally led by Deans, play an equally strategic role, particularly in the realm of prevention and day-to-day oversight. Article 6 paragraph (2) explicitly states that the prevention of sexual violence is carried out by the Rector, Deans, and/or Task Force. This formulation demonstrates that faculties are not merely policy objects but also primary implementing entities in building a safe academic environment. In this context, the Dean is responsible for ensuring that faculty governance, academic culture, and interactions between lecturers, educational staff, and students do not create opportunities for sexual violence.

Furthermore, the Dean's authority to manage the risk of relationships and activities potentially prone to sexual violence is emphasized in Article 7 paragraph (4) and Article 8 paragraph (2). Article 7 paragraph (4) requires lecturers and educational staff to obtain permission from the Dean or Head of Study Program before conducting certain meetings with students, especially outside of normal academic hours and spaces. Meanwhile, Article 8 paragraph (2) requires students to obtain permission from the Dean or Vice Rector to conduct activities at certain times. With these provisions, the Dean acts as an administrative authority, overseeing patterns of interaction and activities to ensure they remain within the bounds of academic ethics and the principles of protection.

The faculty's role in policy enforcement is also evident in Article 14 paragraph (2), which authorizes the Dean to impose light sanctions on student perpetrators on the Rector's delegation. These sanctions include a written warning and a mandatory declaration of non-repetition. This authority demonstrates that the faculty serves not only as an administrative unit but also as the initial implementer of accountability mechanisms, enabling a swift response to violations before cases escalate to the university level.

Furthermore, the faculty's oversight function is emphasized in Article 36 paragraph (2), which requires all elements under the Rector, including the faculty, to monitor and evaluate the implementation of the prevention and handling of sexual violence and to report periodically to the Rector. This provision makes the faculty a crucial node in the monitoring and evaluation system for the PPKPT policy, while also acting as a link between university policy and actual practice at the study program and academic community levels.

Thus, when analyzed as a whole, Rector's Regulation Number 13 of 2022 establishes a complementary division of authority between the PPKPT and the faculty. PPKPT has substantive authority in receiving reports, examining, assessing, and formulating policy recommendations, as regulated in Articles 22 to 31. Meanwhile, the faculty through the Dean has structural and administrative authority in preventing, supervising, and enforcing initial discipline, as regulated in Article 6 paragraph (2), Article 7 paragraph (4), Article 8 paragraph (2), Article 14 paragraph (2), and Article 36 paragraph (2). This division pattern reflects a policy design that places the handling of sexual violence as a collective responsibility of the institution, where central units and faculty units complement each other within the framework of victim protection, enforcement of justice, and prevention of recurrence.

However, the implementation of the PPKPT Task Force in both faculties still faces various complex challenges. These include a shortage of human resources with specialized expertise in violence prevention and response, cultural resistance to paradigm shifts regarding sexual violence issues, and the complexity of cases requiring a multidisciplinary approach and high sensitivity. Therefore, a comprehensive evaluation of the effectiveness of the Task Force's implementation is necessary, covering technical training aspects, case handling mechanisms, and the role of each faculty in psychological counseling and the development of collaborative networks. This evaluation is important to identify achievements and obstacles in the implementation of the Task Force's duties, as well as to serve as a

basis for developing more adaptive and contextual policies and strategies in efforts to prevent and handle violence in higher education institutions.

Based on this background, this study aims to conduct an in-depth analysis of the implementation of the PPKPT Task Force at the Faculty of Psychology and the Faculty of Engineering, Diponegoro University, within the context of the implementation of Minister of Education, Culture, Research, and Technology Regulation Number 55 of 2024. The main focus of the study includes the effectiveness of technical training for Task Force members, the mechanisms for handling cases of violence implemented in each faculty, and the collaborative roles established between units in supporting sustainable efforts to prevent and rehabilitate victims. The results of this research are expected to contribute academically and practically to strengthening the academic community protection system and promoting the creation of a safe, inclusive learning environment that upholds the values of social justice at Diponegoro University.

At the level of the Faculty of Social and Political Sciences, Diponegoro University, there is a FISIP Wellness Unit (FWU). The Fisip Wellness Unit was established on June 6, 2023, as a response to the pressing challenges faced by the academic community within the Faculty of Social and Political Sciences at Diponegoro University. These challenges encompass a wide range of issues, including bullying, mental health concerns, intolerance, and sexual violence. Fisip Wellness Unit is a designated resource for addressing these issues and can be reached via telephone or via WhatsApp at 0811-2692-232. Additionally, the Fisip Wellness Unit has implemented a Google Forms feature to facilitate the submission of complaints. It should be noted that the Fisip Wellness Unit does not currently maintain a social media account.

Fisip Wellness Unit is coordinated by Dr. Hapsari Dwiningtyas, S.Sos, M.Si, M.A. Fisip Wellness Unit was established as a result of the formation of the Task Force for the Prevention and Handling of Violence. This initiative emerged from the Diponegoro University Chancellor's Regulation Number 13 of 2022, which stipulates guidelines for the Prevention and Handling of Sexual Violence at

Diponegoro University. Fisip Wellness Unit's scope extends beyond addressing violence, encompassing the academic well-being of students. It engages in collaborative efforts with the student consultation body. At Diponegoro University's Faculty of Social and Political Sciences, all incoming students are mandated to attend an orientation session facilitated by the Fisip Wellness Unit. The faculty's academic personnel also participated in these sessions and expressed their support for the initiative. The Fisip Wellness Unit primarily handles complaints pertaining to mental health, as issues of violence often stem from underlying mental health concerns. Anxiety has been identified as the predominant mental health concern among the student population of the Faculty of Social and Political Sciences, Diponegoro University.

The coordinator of Fisip Wellness Undip has stated that her team endeavors to achieve optimal performance; however, it must be acknowledged that inherent limitations persist, particularly concerning the management and authority. This is primarily due to the fact that the highest levels of management and authority are situated at the university level. The intricacies of the issues encountered by students who approach the Fisip Wellness Unit present a multifaceted challenge, as certain cases involve numerous parties and necessitate a professional approach. The verification of these issues can, at times, prove challenging. The Fisip Wellness Unit must first properly ascertain the case before a decision is made regarding its handling. The Chairperson of the Fisip Wellness Unit indicated that his department had also conducted socialization initiatives related to online motorcycle taxis. However, these efforts have yielded unsatisfactory results, particularly given the external nature of online motorcycle taxis to the Faculty of Social and Political Sciences, Diponegoro University. It is evident that the unit has allocated a greater proportion of its efforts towards addressing existing concerns rather than proactively preventing them, given the substantial volume of complaints received.

At the Faculty of Social and Political Sciences (Fisip) at Diponegoro University, women constitute the majority of complainants, yet men represent the predominant demographic of repeat clients seeking therapy from the Fisip Wellness

Unit's psychologists. Individuals seeking consultation with these psychologists are required to schedule appointments in advance. The Fisip Wellness Unit is inclusive of students from diverse backgrounds, and all are welcomed regardless of their concerns. The unit's policies and services are non-discriminatory, and all individuals seeking assistance are treated with respect and dignity. The Fisip Wellness Unit is committed to addressing all complaints received in a timely manner, though it is important to note that certain complaints may be addressed with greater urgency. Notably, the unit has encountered complaints pertaining to romantic relationships, including breakups, which, according to the head of the Fisip Wellness Unit, can be addressed on a personal basis due to the availability of resources and personnel. However, this does not imply a lack of seriousness towards these issues, as each individual's response to challenges varies, and the unit's limited time and resources are constraints that must be taken into account during the handling of complaints. The Head of the Fisip Wellness Unit further noted that students of the Faculty of Social and Political Sciences at Diponegoro University have the option of addressing their concerns directly to the university level or to the Task Force for the Prevention and Handling of Violence in the Higher Education Environment (SATGAS PPKPT). Students are granted the autonomy to submit complaints either to the Fisip Wellness Unit or directly to the Task Force for the Prevention and Handling of Violence in the Higher Education Environment (SATGAS PPKPT).

Communication, resources, attitudes, and bureaucratic structures are important for implementers (Fisip Wellness Unit) as explained by George C. Edwards III. Communication from the highest party, namely the Rector and the Task Force for the Prevention and Handling of Violence in the Higher Education Environment (SATGAS PPKPT) must be clear and easy to understand, especially regarding the authority given to the Fisip Wellness Unit. Do not let the authority between the Task Force for the Prevention and Handling of Violence in the Higher Education Environment (SATGAS PPKPT) and the Fisip Wellness Unit overlap with each other. Clarity regarding the reporting flow must also be clear, such as where students of the Faculty of Social and Political Sciences must report first

because as stated in the paragraph above, the head of the Fisip Wellness Unit stated that students are free to report to Fisip Wellness or to the PPKPT Task Force directly. This is less professional because there should be stages of reporting. The Fisip Wellness Unit should be the first party to report and then the Fisip Wellness Unit will determine whether the case should be delegated to the PPKPT Task Force or not. The socialization from the Fisip Wellness Unit regarding the Fisip Wellness Unit itself and the policy of preventing and handling violence to the academic community of the Faculty of Social and Political Sciences, Diponegoro University is not massive.

In addition to effective communication, adequate resources are essential for the effective implementation of the Fisip Wellness Unit's policies. The unit's current resources, including the number and capabilities of its members, the allocated budget, and the facilities and infrastructure, are inadequate for achieving its objectives. While the unit's members are competent, the number of personnel is insufficient. This deficit is further highlighted by the observations of the Fisip Wellness Unit chairman, who has noted that the unit frequently experiences challenges in managing the influx of cases due to its limited staffing. With regard to the budget, facilities, and infrastructure, the Fisip Wellness Unit is well-equipped, particularly in terms of the availability of psychologists. This is a crucial aspect, given that students often face significant financial constraints when seeking independent psychological assistance. The significance of psychologists is underscored by the numerous complaints that are addressed within the Fisip Wellness Unit, with a substantial proportion of these complaints pertaining to mental health concerns.

The implementer's perspective exerts a significant influence on the efficacy of a program or policy, and when the implementer aligns with the policy, it often becomes a priority. The Chancellor of Diponegoro University has demonstrated a strong commitment to the prevention and management of violence, as evidenced by the enactment of the Diponegoro University Chancellor's Regulation Number 13 of 2022, which establishes guidelines for the prevention and management of sexual

violence on campus. The SATGAS PPKPT has also expressed its support, as evidenced by the ease with which students can be reached. The Instagram account of the SATGAS PPKPT is noteworthy for the wealth of information it provides on the subject of violence prevention and management. The Fisip Wellness Unit, for its part, has demonstrated a commendable dedication to addressing and preventing violence as it pertains to academic issues. The Fisip Wellness Unit's commitment is further underscored by its proactive approach, which involves contacting and calling parents of children in need of assistance. The involvement of parents is a crucial aspect of the intervention, given their significant role in their children's lives. In terms of bureaucratic structure, the organization exhibits a commendable level of effectiveness.

From the explanation written above, it shows that the implementation of the Regulation of the Minister of Education, Culture, Research and Technology Number 55 of 2024 concerning Prevention and Handling of Violence in the Higher Education Environment, which is considered a new regulation, must continue to be guarded in its implementation because the cases of violence that occurred in higher education throughout 2024 were quite a lot, even universities became educational units with the highest rates of sexual violence. The implementation of the duties and functions of the PPKPT Task Force must also continue to be monitored because the PPKPT Task Force is the front guard of the Minister of Education, Culture, Research and Technology Regulation Number 55 of 2024 concerning Prevention and Handling of Violence in the Higher Education Environment. In this new regulation, the task force has more duties because in the old regulation, namely Regulation of the Minister of Education, Culture, Research and Technology Number 30 of 2021 concerning Prevention and Handling of Sexual Violence in the Higher Education Environment, the task force focused mostly on sexual violence while in this new regulation, violence is classified in 6 forms consisting of: physical violence, psychological violence, bullying, sexual violence, discrimination and intolerance, and policies that contain violence. In the old regulation, the task force was named the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS) while in the new regulation it is called the Task Force for the

Prevention and Handling of Violence (Satgas PPKPT). The author wants to look more deeply at the implementation of the Minister of Education, Culture, Research and Technology Regulation Number 55 of 2024 concerning Prevention and Handling of Violence in the Higher Education Environment because the issue of violence in higher education is of great concern to the author. Maybe we are not currently victims but the possibility that we will become victims in the future is also very large. There are always possibilities in life, including the possibility of becoming a victim.

Figure 1.5 Tweets Related to the Fisip Wellness Unit by Students on the Undip Menfes Account

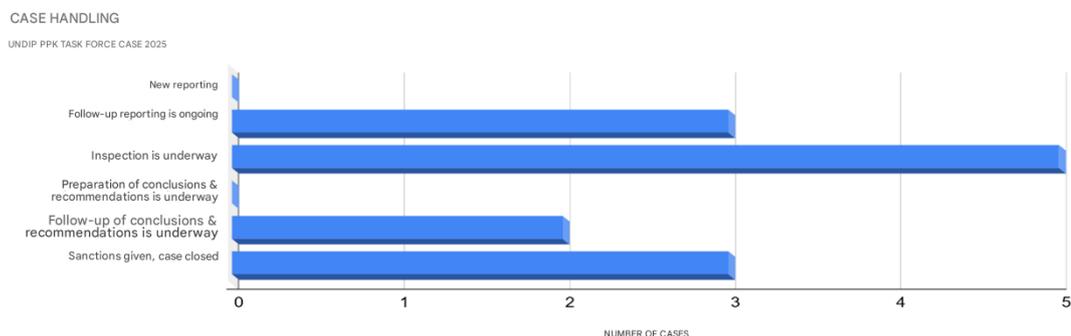


Source: X @undipmfs, 2024

In this case, the author chose the Faculty of Social and Political Sciences, Diponegoro University, as the object because the author discovered tweets on the X account @undipmfs that conveyed students' needs to consult with psychologists at the Fisip Wellness Unit related to mental health but were unsure of how to proceed. Students are aware of the existence of the Fisip Wellness Unit, yet do not understand the mechanism to reach the psychologists available at the Fisip Wellness Unit. The tweets indicate that mental health is indeed an issue widely faced by

students, including the author, who experiences anxiety and is a student of the Faculty of Social Sciences and Political Sciences at Diponegoro University. The performance of the Fisip Wellness Unit members in implementing policies for the prevention and handling of violence is crucial, especially in socializing the programs offered by the Fisip Wellness Unit and how to access its services. The Faculty of Social and Political Sciences, which is also one of the best faculties at Diponegoro University, should be able to be an example for other faculties in implementing the Rector's Regulation of Diponegoro University Number 13 of 2022 concerning Guidelines for the Prevention and Handling of Sexual Violence in the Diponegoro University Environment. The Fisip Wellness Unit must be at the forefront of implementing various policies to prevent and handle violence in the Faculty of Social and Political Sciences.

Figure 1.6 Number of Cases Handled by PPKPT in 2025



Source: Satgas PPKPT Undip, 2025

As indicated by the data concerning the handling of cases by the UNDIP PPK Task Force in 2025, it is evident that most cases remain in the investigative phase (5 cases), with a subsequent prevalence of follow-up reporting (3 cases) and several cases that have been completed before the imposition of sanctions (3 cases). Notably, the follow-up conclusion and recommendation preparation stages each involve two cases, indicating a distribution pattern that prioritizes the investigative process while maintaining a commitment to addressing cases of violence. However, case handling encountered various obstacles, including the withdrawal of reports by the complainant (5 cases), incomplete data (4 cases), case transfers (2 cases),

and special requests from the complainant (1 case). These obstacles suggest the presence of administrative constraints and external factors that influence the resolution of violence cases on campus.

Figure 1.7 Number and Percentage of Reporters and Reported Parties in 2025



Source: Satgas PPKPT Undip, 2025

The majority of case reports came from external parties, with the highest proportion being 33.3% (8 cases). Within the internal environment, the Faculty of Law (20.8%, 5 cases) was the second largest reporting contributor, followed by FISIP (12.5%, 3 cases) and the Faculty of Engineering (8.3%, 2 cases), while other units each accounted for 4.2% (1 case). Regarding the origin of the reported individuals, external parties also dominated with 25.0% (6 cases), followed by the Faculty of Law (20.8%, 5 cases), the Faculty of Science and Mathematics and Engineering (each 12.5%, 3 cases), FISIP and FEB (each 8.3%, 2 cases), and other units each 4.2% (1 case). These data indicate higher reporting awareness from external parties and certain faculties.

Figure 1.8 Forms of Violence Reported in 2025



Source: Satgas PPKPT Undip, 2025

Data on cases of violence reported to the UNDIP PPK Task Force in 2025 shows that sexual violence dominated with the largest proportion, namely 41.2% (14 cases) of the total reports. Psychological violence ranked second at 26.5% (9 cases), followed by physical violence at 23.5% (8 cases). Bullying cases had the smallest proportion, at 8.8% (3 cases). This data distribution confirms that sexual violence is the most crucial and urgent issue that requires intensive handling and prevention efforts on campus. In addition, the high number of reports of psychological and physical violence indicates the need for serious attention to non-sexual violence as part of the PPK Task Force's commitment to creating a safe academic environment free from all forms of violence. In light of the aforementioned evidence, the author is inclined to propose a title:

“Implementation of Violence Prevention and Handling Policies in Diponegoro University (Case Study From Faculty of Psychology, Faculty of Engineering, and Faculty of Social and Political Sciences)”

1.2.Problem Formulation

Based on the background described above, the appropriate problem formulation is as follows:

1. How is the implementation of policies for the prevention and handling of violence in the Faculty of Psychology, the Faculty of Engineering, and the Faculty of Social and Political Sciences at Diponegoro University?
2. What are the driving forces and restraining factors in implementing violence prevention and handling policies in the Environment of the Faculty of Psychology, Faculty of Engineering, and Faculty of Social and Political Sciences at Diponegoro University?

1.3.Research Objective

Based on the problem formulation above, the appropriate research objectives are as follows:

1. To analyze the implementation of policies for the prevention and handling of violence in the Faculty of Psychology, the Faculty of Engineering, and the Faculty of Social and Political Sciences at Diponegoro University.
2. To identify the driving forces and restraining factors in implementing violence prevention and handling policies in the environment of the Faculty of Psychology, Faculty of Engineering, and Faculty of Social and Political Sciences at Diponegoro University.

1.4. Benefits of Research

1.4.1. Theoretical Benefits

This study is expected to contribute positively to the development of future policies related to the prevention and handling of violence in higher education institutions. This study is also expected to refine previous research on policies for the prevention and handling of violence in higher education institutions and serve as a reference for future research on policies for the prevention and handling of violence in higher education institutions.

1.4.2. Practical Benefits

1. For Researcher

This study is expected to help the researcher better understand how stakeholders/task forces have a significant impact on the success or failure of policies. This study also serves as a way for the researcher to hone her writing skills in the field of public administration, which is the author's area of expertise.

1. Task Force for the Prevention and Handling of Violence (PPKPT Task Force)

This research is expected to provide constructive criticism, suggestions, or evaluation materials for the Task Force for the Prevention and Handling of Violence (PPKPT Task Force) in implementing policies on the prevention and handling of violence within the university environment, particularly within the Faculty of

Psychology, Faculty of Engineering, and Faculty of Social and Political Sciences at
Diponegoro University.

1.5. Theoretical Study

1.5.1. Previous Research

The research written by the researcher currently has a correlation with and is a development of previous research. Previous research also helps the researcher as comparative material that distinguishes it from the research written by the researcher. Below is previous research that is relevant to the topic of this research.

Table 1.1 Previous Research

No.	Researcher/ Year/ Journal	Research Objective	Theoretical Basis	Research Method	Research Results
1.	Syifa Salsabila Irawan, Dra. Puji Astuti M.Si., Dr. Supratiwi S.Sos., M.Si/ 2024/ Follow-up to Ministry of Education and Culture Regulation Number 30 of 2021 in Efforts to Prevent and Address Sexual Violence at Diponegoro University	The aim of this research is to determine how Diponegoro University has enacted policies aimed at preventing and responding to sexual violence. This examination will be	The current research utilizes the policy implementation framework proposed by Charles O. Jones (1996), which emphasizes the significance of organizations, resources, and the	This study used qualitative research methods.	The results of the organizational dimension study indicate that after the Minister of Education, Culture, Research, and Technology Regulation Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education Institutions was enacted, Diponegoro University immediately formed a Task Force for the Prevention and Handling of Sexual Violence (SATGAS PPKS), the Women's Legal Study Group (KKHW), and

		guided by the directives specified in Minister of Education, Culture, Research, and Technology Regulation Number 30 of 2021, which establishes protocols for the prevention and handling of sexual violence within higher education institutions.	execution of policies as understood through the perspective of interaction and coordination.		the Social and Political Sciences Wellness Unit. Further improvement in human resources within these units/groups/institutions is still needed. From an implementation perspective, efforts have not yet been maximized due to insufficient human resources. From an application perspective, however, these units/groups/institutions can be considered successful, as they already have a solid regulatory foundation in place, whether before or after the issuance of Ministerial Regulation Number 30 of 2021 on the Prevention and Handling of Sexual Violence in Higher Education Institutions.
2.	Fany Rahmawati and Siska Sasmita/ 2024/ The Perspective of Power in Cases of Sexual Violence at Padang State University	The objective of this research is to investigate the viewpoint of power in relation to sexual	The analysis of the finding employs Ralf Dahrendorf's (1959) Theory of Conflict, which encompasses	This study used qualitative research methods with a descriptive approach.	This study shows that there is an imbalance of power between victims and perpetrators. Many victims do not report the sexual violence they experience because they are worried that it will cause them difficulties later on. SATGAS

		<p>violence incidents at Universitas Negeri Padang.</p>	<p>four dimensions: 1) social relations within the system can lead to conflict, 2) superordinate elements (those in authority) regulate the actions of subordinate elements (those under authority), 3) the presence of authority or legitimate relationships implies that disobedience to the directives of authorities may result in specific sanctions, and 4) society possesses a dual</p>		<p>PPKS was established by Padang State University as an effort to minimize existing intimidation.</p>
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			nature, characterized by both a conflictual aspect and a cooperative aspect.		
3.	Miralda Farah Ashila, Dr. Laila Kholid Alfirdaus, S.IP., M.P.P, Dr. Dra Rina Martini, M. Si/ 2022/ Analysis of Student's Knowledge and Attitudes Toward Policies on the Prevention and Handling of Sexual Violence (Study of Rector Regulation Number 13 of 2022 at Diponegoro University)	The aim of this study is to articulate and supply credible information concerning the dynamics of Diponegoro University Rector Regulation Number 13 of 2022, which addresses Sexual Violence Crimes in the handling of sexual violence cases in higher education institutions.	This investigation corresponds with the foundations of state theory and patriarchal interpretations of sexual violence cases, as shown by the findings of Fulu et al. (2013) in the Multi-country Study on Men and Violence in Asia and the Pacific. The study emphasizes the significant impact of	This study used descriptive qualitative research methods.	The passage of the Sexual Violence Crimes Act has been a significant advancement for those dedicated to fighting gender-based violence. Nevertheless, the enforcement of the Sexual Violence Crime Law within state universities continues to encounter obstacles. The research also revealed that students at Diponegoro University exhibited a critical approach to addressing incidents of sexual violence on campus, which resulted in the creation of student organizations and peer counseling programs. Furthermore, Diponegoro University has enacted Rector's Regulation Number 13 of 2022, which outlines protocols for the prevention and management of sexual violence. This regulation has

		<p>Additionally, the research seeks to uncover the awareness and perspectives of Diponegoro University students regarding sexual violence cases occurring on their campus and how Diponegoro University is addressing the prevention and management of such incidents.</p>	<p>the state in shaping perceptions and conduct regarding violence directed at women. Furthermore, this research makes allusions to feminist theory.</p>		<p>facilitated the establishment of the Task Force for the Prevention and Handling of Sexual Violence (SATGAS PPKS). The findings of this research suggest that incidents of sexual violence in higher education have sparked increasingly intricate and contentious discussions regarding gender equality. Those engaged in the educational field, including teachers, are not exempt from these offenses.</p>
4.	<p>Elizabeth Grace Simanjuntak and M. Falikul Isbah/ 2022/ “The New Oasis”:</p>	<p>The purpose of this investigation is to analyze the</p>	<p>This study applies the AGIL (Adaptation, Goal</p>	<p>This study used a desk study method and the</p>	<p>The results of this research suggest that the government has sought to protect citizens' rights against cases of sexual violence in</p>

	<p>Implementation of the Ministry of Education and Culture Regulation on the Prevention and Handling of Sexual Violence in Higher Education</p>	<p>application of Minister of Education, Culture, Research, and Technology Regulation Number 30 of 2021 related to the Prevention and Handling of Sexual Violence in Higher Education Institutions in Indonesia. The purpose of this investigation is to provide insights or recommendations on the steps that higher education institutions in Indonesia need to</p>	<p>Attainment, Integration, Latency) theory as articulated by Talcott Parsons to investigate the Ministry of Education and Culture Regulation No. 30 of 2021. According to Parsons, the operational success of any social system is dependent on the availability of four specific elements, collectively termed the "four function paradigm" or the "AGIL scheme"</p>	<p>data collected is secondary data.</p>	<p>higher education institutions through the establishment of this regulation. Nevertheless, the execution of this initiative varies among different higher education institutions. To facilitate its prompt and thorough incorporation, it is crucial to offer support from the government and to enhance awareness across all higher education institutions in Indonesia.</p>
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		implement in order to adhere to Ministerial Regulation Number 30 of 2021 regarding the Prevention and Handling of Sexual Violence in Higher Education Institutions.	(Ritzer and Stepnisky, 2011).		
5.	Salwa Azzahra, Leo Agustino, and Sierfi Rahayu/ 2024/ Prevention and Handling of Sexual Violence at Sultan Ageng Tirtayasa University in the Context of Policy Implementation	The objective of this investigation is to evaluate how the policy aimed at preventing and addressing sexual violence is executed at Sultan Ageng Tirtayasa University.	This research employs the theoretical framework proposed by Van Metter and Van Horn.	This study used qualitative research methods with a descriptive approach.	The outcomes of this investigation reveal that the application of the Prevention and Handling of Sexual Violence policy at Sultan Ageng Tirtayasa University has been performed satisfactorily, fulfilling the criteria of each variable analyzed in the Van Metter Van Horn framework. However, it is important to acknowledge that the Untirta PPKS Task Force still faces a range of obstacles in the course of its implementation.

6.	Pinkky Angela Maulydia and Zahrotun Nisa/ 2023/ Paradigm of Student Understanding Regarding Sexsual Harassment in Campus	The objective of this research is to assess students' comprehension and attitudes regarding sexual harassment. This protocol is designed to prevent students from engaging in cases of sexual harassment, as it is a heinous crime that cannot be accepted in any form. Research has shown that sexual harassment on college campuses has a substantial negative impact on the quality	To analyze this problem, theoretical literature from Collier 1992 was drawn upon.	This type of research is mixed methods research, which combines qualitative and quantitative research methods to be used together in a research activity, so that more coherent, accurate, and credible data can be obtained. This research uses a quantitative and qualitative analysis sequence model.	The results of this research indicate that women often fall prey to sexual harassment, with patriarchal culture serving as a major contributing element, alongside power dynamics and gender disparity. This has inspired students to promote awareness and work towards the prevention of such occurrences. As a result, the groundwork for prevention initiatives can be established at the personal level.
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		<p>of education and on the aspirations of young individuals in the nation. Education and prevention are the primary measures to tackle the issue of sexual harassment, with the goal of ensuring that such cases do not become pervasive on campus and of fostering an environment that supports students' pursuit of their studies in a secure and welcoming atmosphere.</p>			
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7.	A. Octamaya Tenri Awaru and M. Ridwan Said Ahmad/ 2023/ Exploring the Characteristics of Sexual Violence Against Women in State Universities in Makassar City	The objective of this study is to elucidate the characteristics of sexual violence that women experience at Makassar City State University.	The theories put forth by Fitzgerald, Dziech and Weiner, Grauerholz et al., and Eyre illustrate that, in specific instances of sexual violence, higher education institutions are often involved and acknowledged as integral parts of the incident (Olgadelina, 2022; Soejoeti & Susanti, 2020b). Eyre posits that this situation arises due to the power dynamics present within higher	This research is a quantitative descriptive study with frequency analysis expressed in percentages using a survey method.	The results revealed that four forms of sexual violence were experienced by women attending state universities in Makassar City: 94% reported receiving joke messages, images, photos, audio, or videos that contained sexual nuances; 93% noted being stared at in a sexual and/or uncomfortable manner; 90% experienced seductive jokes and/or whistles with sexual implications within the campus environment; and 85.2% reported hearing comments that discriminated against or harassed them regarding their physical appearance or gender identity. The perpetrators of sexual violence against women in these universities were predominantly seniors, comprising 46% of the respondents, with classmates at 45%, educational staff at 4%, and lecturers at 3%. Factors contributing to sexual violence against women in state universities in Makassar City include the commonality of
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			education institutions, which affect how sexual harassment cases are viewed and managed, thus legitimizing acts of sexual harassment.		sexual violence at 43%, a prevalent culture of victim blaming at 30%, and the power dynamics between perpetrators and victims at 26%.
8.	Emi Hidayati, Nurul Fatimah, and Al Muftiyah/ 2024/ Institutionalization of Sexual Violence Prevention and Handling in Higher Education Institutions	The objective of this research is to explore the institutional mechanisms for preventing and addressing sexual violence in Banyuwangi Regency, East Java.	The institutional framework of the PPKS task force outlined in this research is identified as a Blended Institution, which synthesizes various theories, including the theory of policy implementation. This framework includes	This type of research used qualitative descriptive methods, which utilize qualitative data and describe it in a descriptive manner.	A detailed analysis of the available literature suggests that before the enactment of Ministry of Education and Culture Regulation Number 30 of 2021, there was a significant collaboration between higher education institutions and the Banyuwangi Regional Government on the issue of sexual violence. However, following the regulation's implementation, the response has been limited due to the constraints placed on the authority of the Regional Government. The reactions of higher education institutions to the policy have

			<p>not just the execution of policies by the government, but also the engagement of diverse resources and dispositions within the operational context. The rational decisions made are influenced by the mission's objectives of prevention, establishing protection, and nurturing a sense of security. The PPKS Task Force functions through a dynamic interaction with numerous</p>		<p>been diverse. Some private institutions have initiated task forces, while religious higher education institutions have not yet been informed. The primary challenge in the policy's execution is the lack of human and financial resources, which underscores the need for enhanced collaboration.</p>
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			stakeholders, thus dismissing Bromley's theory of institutional hierarchy. This theory proves inadequate if it solely engages with the policy hierarchy at the university level.		
9.	Reyza Putra Adistya and Moh. Mudzakkir/ 2023/ Student Perspectives on Sexual Violence in Higher Education (Gender Analysis Among Students at Surabaya State University)	The aim of this research is to determine the views or perceptions of students regarding sexual violence in higher education institutions, categorized by gender.	The theoretical framework applied in this investigation is Mansour Fakhri's Gender Analysis Theory. According to Mansour Fakhri (2014), the existence of gender differences does not inherently create a problem,	The research method used in this study is descriptive qualitative research.	The results of the research illustrate that students' views on sexual violence are diverse and influenced by a variety of backgrounds. Two main responses to sexual violence have been identified: the first is the act of reporting incidents of sexual violence; the second is the provision of support to those who have survived such violence. From a gender perspective, a majority of males tend to respond with immediate action, such as reporting the incident to law enforcement or

			<p>provided that these differences do not result in gender inequalities.</p> <p>Nonetheless, it is clear that gender disparities have indeed led to inequalities, impacting both men and especially women. Gender inequality can be defined as a system and structure in which both men and women are victims of that system.</p>		<p>even trying to physically restrain the offenders.</p> <p>In contrast, women exhibit a greater inclination to provide aid and serve as a source of support for victims of sexual violence.</p>
10.	Cornelly Marietje A Lawalata and Costansa Glory	The primary objective of this	Power is a fundamental element	This research was studied using	The research findings revealed that, although the number of cases is limited and their nature

	<p>Lessil/ 2024/ Students' Perceptions of Sexual Violence and the Handling Process at UKIM Campus</p>	<p>research is to evaluate students' perceptions regarding their understanding and recognition of the forms and processes involved in addressing sexual violence on the UKIM campus.</p>	<p>in understanding human interactions and relationships across various contexts. The manifestation of violence within university settings signifies a power dynamic at play between opposing groups, where one group imposes its will upon the other to achieve its goals. The notion of power can be examined through the framework of postmodern theories, particularly the</p>	<p>quantitative research methods.</p>	<p>is often subtle, sexual violence is apparent in the perceptions and understanding of UKIM students. Currently, regarding the issues of sexual violence within higher education institutions, whether directly or via social media, it is anticipated that the management of these issues should be led and initiated by the faculty and the university in partnership with the student community. The participation of independent campus organizations is crucial in aiding the resolution of sexual violence matters. This scenario is a significant consideration for higher education institutions to conduct a Sexual Violence Survey at least once every three months to determine the Sexual Violence Index in the academic environment, ensuring that its management can be effectively addressed and maintained.</p>
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			theory of power relations and dynamics. This theory was introduced by Michel Foucault. Power relations, also referred to as power dynamics, are fundamentally neutral and are present within every individual (Siregar, 2021).		
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The extant research, as previously mentioned, exhibits marked distinctions from the research conducted by the researcher, particularly concerning its research locus, which is concentrated on the Faculty of Psychology, the Faculty of Engineering, and the Faculty of Social and Political Sciences at Diponegoro University. A review of extant research is instrumental in facilitating the development of existing research while concurrently incorporating updates on the latest advancements in policies of the prevention and management of violence in higher education institutions. The preceding study alluded to Ministerial Regulation Number 30 of 2021 on the Prevention and Handling of Sexual Violence in Higher Education Institutions, whereas the present study pertains to Ministerial Regulation Number 55 of 2024 on the Prevention and Handling of Violence in Higher Education Institutions. This is due to the replacement of Ministerial Regulation Number 30 of 2021 on the Prevention and Handling of Violence in Higher Education Institutions with Ministerial Regulation Number in the year 2024, the 55th edition of the Technology Act was passed, formally known as the Technology Number 55 of 2024 on the Prevention and Handling of Violence in Higher Education Institutions. This legislation was superseded by the Ministerial Regulation Number 30 of 2021 on the Prevention and Handling of Sexual Violence in Higher Education Institutions. However, this was subsequently revoked and replaced with a new policy, namely the Ministerial Regulation Number 55 of 2024 on the Prevention and Handling of Violence in Higher Education Institutions, which took effect on October 14, 2024. The document entitled "Culture, Research, and Technology Number 55 of 2024 on the Prevention and Handling of Violence in Higher Education Institutions" was officially implemented on October 14, 2024.

1.5.2. Public Administration

According to Hughes (1994), as cited in Malawat (2022:75), public administration is defined as an activity that provides services to the public or is oriented toward the public, with the goal of implementing policies that other parties have

accepted. According to Chandler and Plano (1988), public administration is defined as the process of directing public resources and personnel to formulate, develop, implement, and regulate public decisions and policies. Concurrently, Pasolong (2007) posits that public administration constitutes a collaborative endeavor among various actors to fulfill governmental obligations, thereby efficiently and effectively addressing public interests. Public administration is a dynamic field of study within the social sciences, subject to constant evolution in response to shifting historical and cultural contexts. The executive, legislative, and judicial branches represent the primary components of public administration as a field of study. Public administration is the scientific study of the management of public organizations at all levels of government, from the local to the central level (Meutia, 2017).

In his seminal work, Nicholas Henry (1995) delineates several domains of public administration, encompassing public organizations, public management, and implementation. Public organizations are associated with existing models within organizations and the actions of bureaucracies. Public management encompasses a variety of disciplines, including management methods and science, evaluation of agendas and production capacity, public budgets, and human resources. The implementation of public policy encompasses a variety of approaches, including its execution, privatization, administration between government agencies, and the ethics of bureaucracy. The field of public administration is influenced by numerous dynamics, with the most salient factors comprising: the effective management of both internal and external factors; the establishment of an optimal organizational structure to meet requisite demands; the provision of judicious responses to align with public demands in policy-making; ethical codes to maintain moral integrity within the public interest rather than outside it; an understanding of the characteristics of the environment in which public administration operates; and performance accountability, which entails the delivery of services or public goods promised and the ability to be held accountable for their delivery. Accordingly, the domain of public administration comprises the

following strategic dimensions: the policy dimension, the organizational dimension, the management dimension, the moral and ethical dimension, the environmental dimension, and the performance accountability dimension (Malawat, 2022).

The administrative paradigm is a valuable tool that facilitates the identification of the level of understanding in this field. Five overlapping paradigms have been utilized in the examination and development of public administration. Each paradigm is characterized by its distinct locus and focus of study. The following are developments in the public administration paradigm (Malawat, 2022):

a. Paradigm 1: the paradigm of political-administrative dichotomy.

A seminal moment in the evolution of the public administration paradigm was marked by the seminal contributions of Frank J. Goodnow and Leonard D. White, particularly their seminal work entitled *Politics and Administration*. Goodnow advanced the argument that the government fulfils two primary functions: a political function, which pertains to the formulation of state policy, and an administrative function, which focuses on the implementation of that policy. This perspective is founded on the principle of separation of powers, wherein the legislative and judicial branches are responsible for establishing the state's will, while the executive branch is entrusted with the implementation of policies in a neutral and impartial manner. This paradigm underscores the pivotal role of public administration within the broader context of government bureaucracy, as delineated by Goodnow. This delineation of roles and positions subsequently gave rise to discourse and deliberation among academics and practitioners concerning the dichotomy between politics and administration.

b. Paradigm 2: principles of administration.

Willoughby's seminal work, entitled *Principles of Public Administration*, propounded the doctrine that the principles of public administration are universal and can be widely applied, irrespective of temporal or geographical constraints. During this period, state administration reached its zenith, a time marked by the contributions of prominent

thinkers such as Mary Parker Follett, Henry Fayol, Luther Gullick, and Lyndall Urwick. These individuals are widely recognized for their seminal work on the POSDCoRB concept, a theoretical framework that profoundly influenced the field. During this period, the primary focus was on the fundamental principles of public administration, operating under the assumption that administrative principles are consistent and can be applied irrespective of cultural differences, environmental conditions, organizational objectives, or the nature of the institution.

c. Paradigm 3: public administration as political science.

Towards the end of the 1930s, public administration began to receive harsh criticism, particularly regarding the view that separated politics from administration and the assumption that administrative principles were universal. Herbert Simon opposed both views, stating that politics and administration were interrelated and inseparable, and that administrative principles were not universally applicable. This criticism prompted public administration to return to its original discipline, political science. However, between 1962 and 1967, the relationship between public administration and political science began to deteriorate, to the point where public administration experts felt marginalized and their role was considered insignificant in the development of political science.

d. Paradigm 4: public administration as administrative science.

The fourth paradigm in public administration emerged as a response to the third paradigm. Despite the reintegration of public administration into the domain of political science as its primary discipline, the position of public administration was regarded as subordinate or second-class within that scientific field. Consequently, experts in public administration sought out alternative approaches, viewing administrative science as a study of organizational theory and management. This new approach aimed to improve the efficiency and effectiveness of programs through a functional lens, rather than merely debating the position (locus) of administration.

Notable scholars of this period include James March and Herbert Simon. In this paradigm, organizational theory utilizes approaches from the social sciences, business administration, public administration, and sociology to understand organizational dynamics, while management science relies on tools such as statistics, computers, systems analysis, and economics. However, issues arose regarding the separation between public and private administration and debates about the meaning of "public" in public administration. This paradigm has also fallen short in addressing issues related to the locus of state administration, underscoring the necessity for a novel paradigm that can balance both the locus and focus aspects.

e. Paradigm 5: public administration as public administration.

Herbert Simon posits that two fundamental aspects of public administration must be cultivated. The initial facet pertains to the evolution of pure administrative science, while the subsequent facet encompasses a more extensive group that emphasizes public policy formulation. In the first aspect, the development of organizational theory over the past two decades has focused on understanding how organizations work, the behavior of individuals within them, and decision-making processes. Conversely, in the second aspect, progress has been constrained, particularly in formulating a pertinent and applicable locus of public administration for practitioners, such as in terms of the concepts of public interest, public affairs, and public policy. Despite the absence of a comprehensive establishment of pure administrative science as a distinct discipline, significant advancements have been witnessed in the realm of organizational theory, a development that has been bolstered by the emergence of contemporary management methodologies.

It can be concluded that the progression of public administration as an academic discipline illustrates its capacity to adapt and respond to historical, political, and intellectual developments. Initially conceptualized as a function distinct from political processes, public administration eventually became intertwined with political science

before establishing itself as an autonomous field of study. Throughout this evolutionary trajectory, the discipline has continuously sought to articulate and solidify its academic identity through the adoption of various paradigmatic frameworks. The five major paradigms from the political-administrative dichotomy to the acknowledgment of public administration as an independent discipline reflect ongoing scholarly discourse regarding its appropriate locus and focus. While considerable progress has been made, particularly in the areas of organizational theory and administrative management, persistent challenges remain in precisely delineating the discipline's boundaries, scope, and core theoretical foundations. As a result, public administration continues to undergo refinement, necessitating the development of a comprehensive paradigm that effectively synthesizes theoretical and practical dimensions and that balances its functional responsibilities with its institutional positioning to address the increasing complexities of modern governance.

1.5.3. Public Organization

According to Stephen P. Robbins (1994), an organization may be defined as a social entity consisting of individuals who consciously interact and cooperate in order to achieve common goals or a series of specific goals. In this definition, coordination refers to a managerial process that serves to regulate and direct various activities within the organization so that they proceed in a systematic and organized manner. The concept of social unity signifies that an organization comprises a group of individuals who engage in interaction and collaboration with one another. The configuration of these relationships is paramount for maintaining equilibrium and concord, thereby facilitating the realization of organizational objectives. Furthermore, organizations typically possess clearly delineated boundaries that function to differentiate between internal members and external parties. The clarity of these boundaries is crucial to determine who is included in the organization's membership, ensuring that the organizational structure functions effectively according to the division of roles and

responsibilities of each individual. This definition underscores the significance of coordination, social interaction, and delineated boundaries as pivotal components in the establishment and longevity of an organization (Aromatica & Sudrajat, 2021).

According to Stephen P. Robbins (1994), an individual's perception of an organization significantly impacts its definition and understanding. Robbins presents a variety of general perspectives on organizations, including: Organizations can be conceptualized as rational entities focused on achieving specific goals. They can also be understood as coalitions of various interest groups that influence each other in the distribution of resources. Additionally, organizations can be regarded as open systems that are highly dependent on interactions with the external environment for their survival. Finally, organizations can be seen as meaning-making systems created and maintained symbolically through management roles. The following are the three main categories in which organizations may be considered: (e) organizations as political arenas where power struggles occur in the decision-making process; (f) organizations as instruments of domination that limit the freedom of their members through existing structures and hierarchies; and (g) organizations as social contracts consisting of unwritten agreements between members regarding expected behavior and rewards received. The aforementioned perspectives collectively reflect the complexity of organizations as multifaceted social and managerial phenomena (Aromatica & Sudrajat, 2021).

The formation and development of public organizations are predicated on the principles of organizational theory. Consequently, to achieve a comprehensive comprehension of public organizations, an analytical approach grounded in the tenets of organizational theory is imperative. In this context, organizational theory serves as a conceptual foundation that provides an analytical framework and fundamental concepts to explain the structure, function, and behavior of public organizations. This methodological approach facilitates a more profound and comprehensive understanding of the operational mechanisms of public organizations and their patterns

of interaction with the social and political environment in which they function (M.Abdulloh Nafi', 2022).

According to Stephen P. Robbins, a public organization can be defined as a social entity consisting of a group of individuals who consciously coordinate the implementation of various activities within it. This organization has clearly delineated boundaries, distinguishing it from other social groups, thereby facilitating the recognition of its organizational identity. Furthermore, public organizations execute their functions in a continuous manner, with an orientation toward the attainment of collective objectives or a series of goals that have been determined collectively. Consequently, the definition of a public organization cannot be disentangled from the process of organization, which encompasses the systematic management of various components and resources to achieve objectives in an optimal manner, both in terms of effectiveness and efficiency (M.Abdulloh Nafi', 2022).

1.5.4. Policy Implementation

The implementation of policy can be conceptualized as a strategic phase within the public policy cycle that ensues subsequent to the enactment of a regulation or law. This stage comprises a series of activities aimed at translating policy into concrete action. It involves various actors, institutions, administrative procedures, and management techniques that interact and work synergistically. Consequently, implementation cannot be regarded as merely a technical execution. Rather, it should be considered a complex and structured process that can be examined in terms of the implementation process, results (output), and impact (outcome) on society (Kasmad, 2018).

In the process framework, implementation signifies a series of decisions and operational steps taken to ensure that policies established by the legislative authority can be effectively carried out by the implementing agencies. Conversely, the

implementation stage serves to demonstrate the extent to which the policy has been actualized in tangible terms, such as through the allocation of resources or budgets, which function as indicators of its successful implementation.

In terms of impact, implementation refers to the observable and quantifiable social changes resulting from the implementation of specific policies. For instance, the impact of implementation can be observed through a reduction in poverty rates or an increase in societal security, which are the objectives of social welfare and law enforcement policies, respectively. Therefore, the implementation of policy must be conceptualized as a multifaceted endeavor that integrates these various components.

Furthermore, the implementation process entails the involvement of various stakeholders, including individuals, organizations, and institutions, necessitating the implementation of suitable control techniques to ensure the efficiency and effectiveness of the implementation process. Consequently, the implementation of policy functions as a system that integrates diverse supporting components to ensure the effective execution of policies and, ultimately, the realization of objectives that have been concretely established within the context of social reality.

According to Van Meter and Van Horn, the implementation of policy can be defined as a process consisting of various actions carried out by individuals and groups, both from the government and the private sector. These actions are directly aimed at realizing the objectives set out in formal policies. These actions constitute a component of a systematic effort to translate policy decisions into operational implementation within a designated timeframe. Implementation is not a one-time event; rather, it is an ongoing process aimed at producing changes both comprehensive and incremental that are in line with the policy objectives that have been formulated. The initiation of the implementation stage is contingent upon the explicit formulation of the objectives and direction of the policy through legally valid policy decisions. Consequently, the

efficacy of implementation is contingent upon the ratification and support of the policy by adequate resources, including funding (Kasmad, 2018).

Following the establishment of the concept of implementation, Van Meter and Van Horn proceed to delineate distinctions between policy implementation, policy achievement, and policy impact. These three concepts are interconnected; however, they emphasize different aspects in the study of public policy. The primary objective of policy impact studies is to examine the ramifications of a policy, with a particular emphasis on alterations in social structure, economic conditions, or political dynamics. Conversely, implementation studies prioritize the practical execution of the implementation process, encompassing the procedures, technical activities, and strategies employed to translate policy into tangible action.

Within this framework, implementation becomes a crucial element that plays a role in determining the extent to which a policy can effectively achieve its objectives. Therefore, the efficacy of a policy is contingent not only on the quality of its formulation but also on the extent to which implementation is carried out consistently, structurally, and in accordance with the previously established policy direction.

George C. Edward III, as explained by Subarsono (2011), argues that the success of policy implementation is greatly influenced by four main variables that interact and reinforce each other. The first variable is communication, which plays an important role in ensuring that the content of the policy and its implementation instructions are fully understood by the responsible parties. In this case, the effectiveness of communication is closely related to the clarity of the message, consistency of information, and uniform understanding among implementers and target groups. Unclear communication can lead to distortion or misinterpretation, thereby potentially hindering the achievement of policy objectives.

The second variable concerns the availability of resources, both in the form of human resources with technical and administrative competencies, as well as the

financial and material resources needed to carry out policy programs. Without sufficient resource support, even well-designed policies will be difficult to implement optimally. Therefore, resource readiness is a fundamental requirement for effective policy implementation.

The third variable is disposition, defined as the attitude, orientation, and level of commitment of policy implementers towards the implementation of the policy itself. A positive disposition, characterized by attributes such as integrity, loyalty to policy objectives, and a willingness to engage in participation, has been shown to enhance the likelihood of successful implementation. Conversely, if implementers do not support or even reject the substance of the policy, its implementation will face significant resistance.

Bureaucratic structure is the fourth variable that influences policy implementation. An organizational structure characterized by excessive bureaucracy, extensive complexity, and multi-layered layers of management has the potential to engender inefficiencies and impede the implementation process. This inefficiency often manifests itself in the form of rigid and excessive administrative procedures (red tape), which have an impact on the responsiveness of the implementing agency. Therefore, a flexible yet well-organized bureaucratic structure, with a clear division of authority and responsibilities, is essential to support the overall success of policy implementation.

Communication, resources, attitudes, and bureaucratic structures are important for implementers (Fisip Wellness Unit) as explained by George C. Edwards III. Communication from the highest party, namely the Rector and the Task Force for the Prevention and Handling of Violence in the Higher Education Environment (SATGAS PPKPT) must be clear and easy to understand, especially regarding the authority given to the Fisip Wellness Unit. Do not let the authority between the Task Force for the Prevention and Handling of Violence in the Higher Education Environment (SATGAS

PPKPT) and the Fisip Wellness Unit overlap with each other. Clarity regarding the reporting flow must also be clear, such as where students of the Faculty of Social and Political Sciences must report first. As stated, the head of the Fisip Wellness Unit has indicated that students are free to report to Fisip Wellness or to the PPKPT Task Force directly. This is less professional because there should be stages of reporting. The Fisip Wellness Unit should be the first party to report and then the Fisip Wellness Unit will determine whether the case should be delegated to the PPKPT Task Force or not. The socialization from the Fisip Wellness Unit regarding the Fisip Wellness Unit itself and the policy of preventing and handling violence to the academic community of the Faculty of Social and Political Sciences, Diponegoro University is not massive.

In addition to effective communication, adequate resources are essential for the effective implementation of the Fisip Wellness Unit's policies. The unit's current resources, including the number and capabilities of its members, the allocated budget, and the facilities and infrastructure, are inadequate for achieving its objectives. While the unit's members are competent, the number of personnel is insufficient. This deficit is further highlighted by the observations of the Fisip Wellness Unit chairman, who has noted that the unit frequently experiences challenges in managing the influx of cases due to its limited staffing. With regard to the budget, facilities, and infrastructure, the Fisip Wellness Unit is well-equipped, particularly in terms of the availability of psychologists. This is a crucial aspect, given that students often face significant financial constraints when seeking independent psychological assistance. The significance of psychologists is underscored by the numerous complaints that are addressed within the Fisip Wellness Unit, with a substantial proportion of these complaints pertaining to mental health concerns.

The implementer's perspective exerts a significant influence on the efficacy of a program or policy, and when the implementer aligns with the policy, it often becomes

a priority. The Chancellor of Diponegoro University has demonstrated a strong commitment to the prevention and management of violence, as evidenced by the enactment of the Diponegoro University Chancellor's Regulation Number 13 of 2022, which establishes guidelines for the prevention and management of sexual violence on campus. The SATGAS PPKPT has also expressed its support, as evidenced by the ease with which students can be reached. The Instagram account of the SATGAS PPKPT is noteworthy for the wealth of information it provides on the subject of violence prevention and management. The Fisip Wellness Unit, for its part, has demonstrated a commendable dedication to addressing and preventing violence as it pertains to academic issues. The Fisip Wellness Unit's commitment is further underscored by its proactive approach, which involves contacting and calling parents of children in need of assistance. The involvement of parents is a crucial aspect of the intervention, given their significant role in their children's lives. In terms of bureaucratic structure, the organization exhibits a commendable level of effectiveness.

a. Top-Down Policy Implementation

The predominant policy implementation model in public administration practice is the top-down model, which posits that the policy implementation process commences at the highest echelon of authority and progresses downwards through the organizational structure. This model positions policymakers as the pivotal actors who dictate the trajectory and implementation strategy. Meanwhile, implementers at the operational level assume a responsibility to adhere to these directives in accordance with the established guidelines. One definition that encapsulates this approach was proposed by Van Meter and Van Horn (1978), as cited in M. Aniquil Fahmi (2010). This definition stipulates that policy implementation entails a series of actions undertaken by individuals or groups from the public and private sectors, with the

explicit objective of attaining the policy objectives and targets that have been previously delineated.

This definition shows that implementation is an integral part of the policy process, which aims to transform strategic decisions into real activities in the field. In addition, implementation also contains a dimension of continuous dynamics in order to create transformative and incremental changes, in accordance with the mandate of the applicable policy. Thus, policy implementation can be understood more broadly as a process involving the utilization of various resources, such as a professional workforce, budgetary support, and organizational capacity, all of which play a role in optimizing policy outcomes. These resources can come from various sectors, both governmental and non-governmental, working individually or collectively.

In general, the implementation of public policy is the main responsibility of the government, which is carried out through state institutions. This is based on the basic function of the government in providing quality public services to the community. Therefore, the implementation of public policy is not only part of the policy cycle, but also reflects the state's commitment to meeting the needs of citizens in a tangible and measurable manner.

Furthermore, the Top-Down approach as formulated by Mazmanian and Sabatier, quoted in Nugroho (2009), provides a more systematic definition of policy implementation. They state that implementation is the execution of basic policy decisions, which are generally in the form of laws, but can also be executive decisions or court rulings. These policies usually explicitly detail the problems to be solved, set the objectives and targets to be achieved, and determine the procedures and mechanisms for regulating the implementation process. Thus, the Top-Down model views that the success of implementation is highly dependent on the clarity of the policy structure and instructions from the top level, so that the implementation process can

run according to plan and produce outputs in line with the expectations of policy makers (Pramono, 2020).

b. Bottom-Up Policy Implementation

The bottom-up approach to policy implementation places the main focus on implementing actors at the field level and on the socio-political interactions that develop during the policy implementation process. Experts in this approach argue that successful implementation is highly dependent on local dynamics and the direct involvement of policy actors at the grassroots level. One figure who has made an important contribution to this approach is Adam Smith. In his view, as quoted in Islamy (2001), policy is not only seen as a fixed or normative decision, but as an ongoing process that occurs through social and political interactions within society. Therefore, policy implementation is aimed at triggering social change and improvement that directly affects the target group, thus requiring a flexible adaptation process to the dynamics that exist in society.

Adam Smith identified a number of important components in the process of implementing bottom-up policy. First, he put forward the concept of idealized policy, which is a policy framework designed by policymakers to influence and shape the behavior of the target group. In this context, the target group is the party that is expected to actively adopt the values and behavior patterns as reflected in the established policy. The success of policy implementation, in this framework, is determined by the extent to which the target group is able to adapt to the principles contained in the policy.

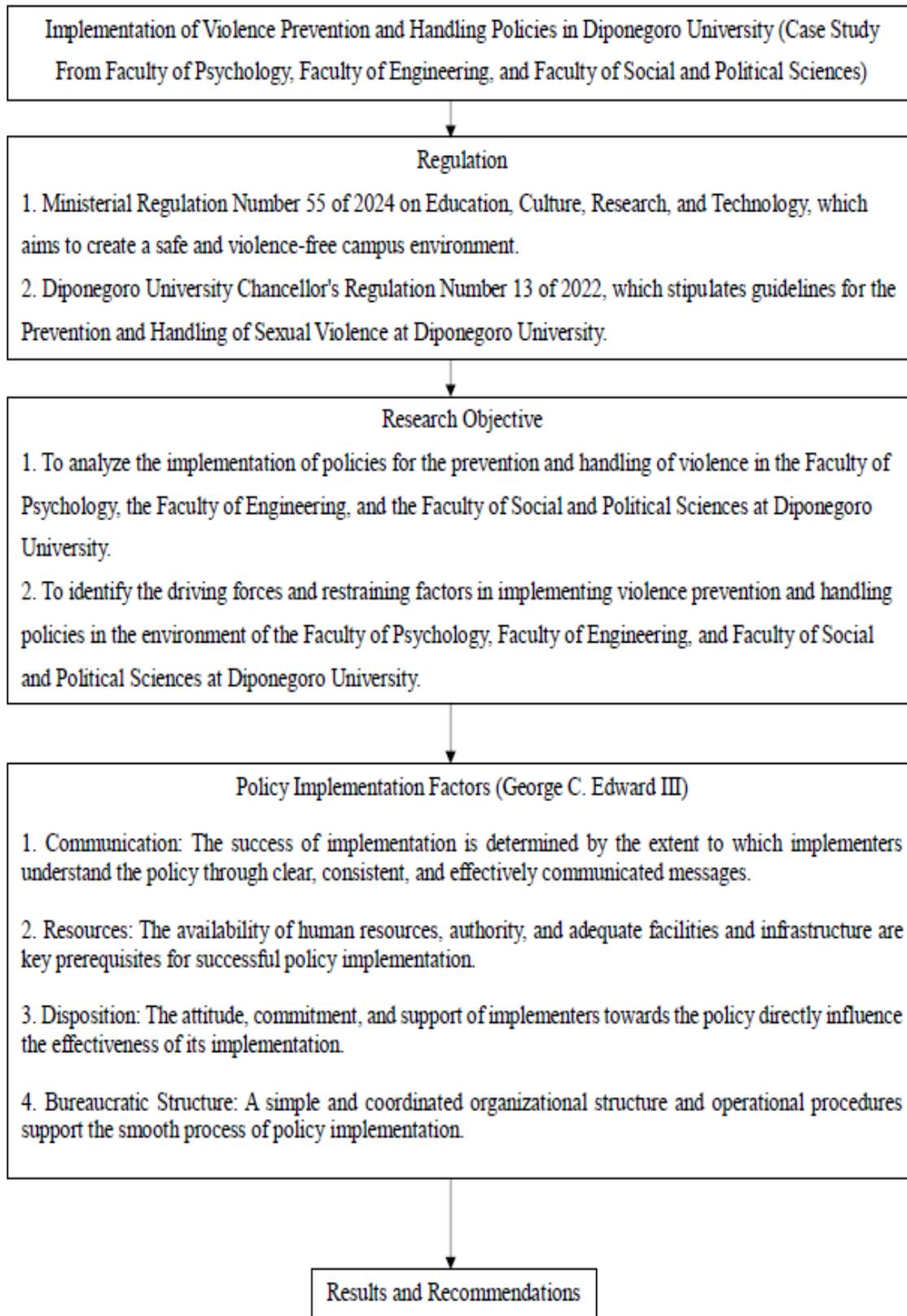
Second, Smith highlights the role of implementing organizations, which are institutions that have a direct mandate to implement policies in the field. These institutions are tasked with translating policy objectives into operational activities that can be implemented. The effectiveness of implementing organizations is greatly

influenced by human resource capacity, internal coordination structures, and organizational readiness to deal with complexity at the local level.

Third, environmental factors are external variables that greatly influence the implementation process. This environment includes social, cultural, economic, and political aspects that shape the context in which the policy is applied. These factors can either support or hinder policy implementation, depending on the extent to which the policy is able to interact positively with existing local conditions.

Thus, the Bottom-Up approach as formulated by Adam Smith emphasizes that the success of policy implementation is greatly influenced by the implementing actors at the lower levels, the readiness of the implementing organizations, and the surrounding environmental factors. This approach shifts the implementation paradigm from a hierarchical model to a participatory and adaptive social process, in which policy implementation is no longer unidirectional, but rather the result of dialogue and adjustment between policy and the realities developing in society (Pramono, 2020).

1.6. Theoretical Framework



1.7. Concept Operationalization

The primary objective of this research is to examine the implementation of violence prevention and management policies in higher education institutions. Empirically, this concept is understood as a dynamic process that translates regulatory norms into organizational practices and the behavior of actors in the field. These norms originate from two main pillars of regulation: first, Regulation of the Minister of Education, Culture, Research, and Technology Number 55 of 2024, which serves as the national legal framework, and second, Regulation of the Rector of Diponegoro University Number 13 of 2022, which functions as institutional guidelines. To deconstruct and measure this complex concept, the study adopted an analytical framework developed by George C. Edwards III. The selection of this model is predicated on its provision of four comprehensive dimensions for the analysis of the success of policy implementation: Communication, Resources, Attitude or Disposition, and Bureaucratic Structure. These four dimensions facilitate researchers in accurately identifying the factors that facilitate or impede the implementation of policies for the prevention and management of violence in academic environments.

The Communication variable is operationalized to measure the extent to which information, instructions, and policy objectives can be conveyed accurately, clearly, and consistently from university leaders to implementing units at the faculty level. The main measurement aspects of this variable include the clarity of instructions given by the Rector and the University's Task Force for the Prevention and Handling of Violence in Higher Education (Satgas PPKPT) to operational support units such as the Faculty PPKPT Task Force and the Faculty of Social and Political Sciences Wellness Unit (FWU). In addition, this variable also assesses the transparency and clarity of the violence incident reporting mechanism to avoid overlapping authority between units, as well as the effectiveness and scope of program dissemination to the entire academic community to ensure collective understanding of protection procedures.

The Resource Dimension is operationalized with a focus on the adequacy and quality of assets allocated for the implementation of these policies. Empirically, this variable consists of three main indicators. First, Human Resources (HR), which includes the availability and competence of personnel actively involved in prevention and handling activities, including qualifications in clinical psychology and counseling. Second, Budget Support, which measures the adequate and sustainable allocation of funds for the operation of the PPKPT Task Force, socialization, and victim rehabilitation programs. Third, Supporting Facilities and Infrastructure, which includes the availability of safe spaces, data confidentiality, and access to professional psychological services, which are crucial given the close relationship between cases of violence and mental health issues. Insufficient resources in any aspect can lead to a decline in morale and failure to handle sensitive cases.

Attitude or Disposition variables are affective and volitional in nature, measuring the internal commitment, support, and mental orientation of the actors responsible for policy implementation. These variables are measured by assessing the consistency between personal views and the policy objectives of stakeholders, from leaders to field implementers. Key indicators include the manifestation of proactive initiatives in prevention compared to reactive approaches in case handling, as well as a shared vision and mission among team members. A positive attitude or disposition, characterized by strong moral and policy support, is a key prerequisite for overcoming resistance and practical obstacles, while negative attitudes such as skepticism and discrimination are inhibiting factors that undermine the integrity of policy implementation.

The Bureaucratic Structure dimension focuses on the formal institutional framework that provides the context for policy implementation. The operationalization of this dimension covers two main aspects, namely Institutional Governance and Coordination Mechanisms. Governance is evaluated based on compliance with

organizational standards, such as the membership of the PPKPT Task Force, which must be an odd number, and the representation of members that ensures gender justice and inclusiveness in accordance with the regulatory mandate. Coordination mechanisms are measured through the effectiveness and efficiency of working relationships between the units involved, for example, collaboration between the FWU, which provides counseling services, and the PPKPT Task Force, which is tasked with conducting investigations and enforcement. By conducting an in-depth assessment of these four dimensions, the study is expected to provide a strong empirical basis for evaluating the success rate of the Implementation of the Policy on the Prevention and Handling of Violence and formulating evidence-based policy recommendations in the higher education environment.

1.8. Research Argumentation

Violence in higher education institutions, in the form of physical, psychological, and sexual violence, discrimination, and intolerance, is a crucial issue that requires systematic and sustained handling. Data from the Ministry of Education, Culture, Research, and Technology indicates that the highest number of violence cases occur in higher education institutions compared to other levels of education, reinforcing the need to optimize the implementation of policies for preventing and addressing violence. In response, Permendikbudristek Number 55 of 2024 was issued, which expands the scope of handling and requires every university to form a PPKPT Task Force as the main policy implementer. Diponegoro University implements this policy through the PPKPT Task Force and the Faculty of Social and Political Sciences Wellness Unit (FWU) but still faces a number of challenges, such as overlapping authorities, limited resources, and suboptimal coordination.

This research employs Mazmanian and Sabatier's top-down policy implementation approach, which emphasizes the importance of clear policy objectives, adequate resource allocation, and regular monitoring for successful implementation. Referring to George C. Edwards III, the effectiveness of implementation at Undip is influenced by clear policy communication, sufficient resources, the attitudes and commitment of implementers, and an effective bureaucratic structure. This research aims to provide theoretical contributions and practical recommendations to enhance the performance of the PPKPT Task Force in creating a safe, inclusive, and responsive campus environment for victims of violence.

1.9. Research Methods

1.9.1. Type of Research

The type of research used in this study is qualitative research. A qualitative approach is a research method that focuses on collecting descriptive data, either through verbal expressions, written statements, or directly observed behavior. The data collected is usually in the form of narratives, descriptions, or visuals, rather than numbers or statistics, so this research emphasizes a deeper understanding of a social phenomenon. The main objective is to comprehensively describe reality through words or images that reflect the meaning behind events or actions from the participants' perspective. The main characteristics of this approach are its descriptive and analytical nature, emphasizing subjective meaning and interpretation. Theory is used as a guide to maintain the relevance of the research, but it still allows room for new discoveries in the field. Qualitative research is generally conducted in a natural context without much intervention, allowing researchers to understand social dynamics as they are. Thus, this approach is an important tool for uncovering, understanding, and describing phenomena in a holistic and narrative manner (Nurrisa dkk., 2025).

This study uses a phenomenological approach. According to Van Manen, it focuses on describing individuals' direct experiences and interpreting the meaning of those experiences through text. This approach aims to reveal the essence or core of human experiences related to a phenomenon by exploring participants' personal narratives in detail. As a research method, phenomenology requires intensive and continuous involvement between the researcher and the research subjects. This interaction is carried out over a certain period of time to identify patterns and meanings that emerge from the participants' experiences, thereby enabling a deep and comprehensive understanding of the phenomenon being studied (Nurrisa dkk., 2025).

The phenomenological approach was chosen because it allows researchers to deeply understand the subjective experiences of individuals regarding the role of the Fisip Wellness Unit in the prevention and handling of violence. Focusing on the meaning and essence of real experiences makes this approach relevant for capturing the authentic perceptions and interpretations of the parties involved. This research not only describes the phenomenon but also examines the understanding of the effectiveness and challenges faced by the unit in carrying out its functions.

1.9.2. Research Site

This research site is located at Diponegoro University, located at Jalan Prof. Soedarto, Tembalang, Semarang City, Central Java (postal code 50275). This location was chosen to enable direct data collection in line with the research focus.

1.9.3. Research Subject

The informants in this study were individuals selected purposively based on their relevance and connection to the focus of the study, as well as their ability to provide the necessary information. In qualitative research, informants assume a pivotal

role in the acquisition of data due to their profound comprehension of the subject under study. This comprehension is derived from their direct engagement or substantial knowledge of the phenomenon under investigation. Bungin states that informants are individuals who possess a comprehensive understanding of the research object. In contrast, Rukajat asserts that informants are sources who are consulted due to their expertise in relevant data. Therefore, the accuracy in selecting informants is an important aspect to ensure the validity and richness of data in order to obtain a complete understanding of the phenomenon being studied (Marbun dkk., 2021).

The subjects of this study are divided into two primary groups: internal parties, defined as members or staff of the PPKPT Task Force, and external parties, which include users and potential users of the task force services. The selection of these two groups is based on their level of involvement, both directly and indirectly, in the implementation of the PPKPT Task Force functions. This involvement renders them a relevant and comprehensive source of information in assessing the effectiveness of the task force's performance. Consequently, the research subjects include individuals with diverse experiences and perspectives on the services provided to gain a comprehensive understanding of efforts to prevent and address violence within the Faculty of Psychology, the Faculty of Engineering, and the Faculty of Social and Political Sciences at Diponegoro University.

1.9.4. Types and Sources of Data

This study uses qualitative data with a phenomenological approach, focusing on a deep understanding of individuals' subjective experiences through comprehensive descriptions. This approach emphasizes aspects such as beliefs, values, ideas, and attitudes that are formed from individuals' interactions with their environment. Therefore, the data obtained consists of narratives that reflect personal meanings and perceptions of phenomena, rather than data in the form of numbers or statistics (Nasir

dkk., 2023). The data sources of this study refer to the origin of the information utilized to obtain research data. Researchers utilize two categories of data sources:

1. Primary Data

Primary data is information obtained directly from the original source through methods such as interviews and observation (Sugiyono, 2019). Hardani (2020) also states that primary data is collected directly in the research context through measurement techniques, such as observation and interviews. In this study, primary data were obtained through interviews with members of the PPKPT Task Force and individuals who use or are likely to use the task force's services.

2. Secondary Data

Secondary data is defined as information that is obtained not directly by the researcher, but rather through intermediary sources such as documents, archives, or reports that are already available (Sugiyono, 2019). According to Hardani (2020), secondary data comprises data derived from literature, books, reports, or other references pertinent to the research subject. In this study, secondary data was obtained from journals and books related to the issue under study.

1.9.5. Data Collection Techniques

According to Sugiyono (2020:105) in Fahrudin (2021), there are generally four types of data collection techniques, as follows (Fahrudin, 2022):

1. Observation

Observation is a data collection method carried out through direct observation by the researcher of the subject or situation being studied. This technique aims to gain a deep and contextual understanding of the social dynamics occurring in the field. Through observation, researchers can record information directly to form a complete and

comprehensive picture of the phenomenon being studied. In this study, observation will be used to directly observe the activities and operational processes taking place at the Faculty of Psychology, the Faculty of Engineering, and the Faculty of Social and Political Sciences at Diponegoro University, so that the data obtained reflects the factual and authentic conditions in the field.

2. Interviews

Interviews are a data collection technique that involves direct communication between researchers and informants through question and answer sessions, either structured or semi-structured. This method allows researchers to explore information in depth through interpersonal interactions that can bring out subjective meanings from informants. In this study, interviews will be conducted with members of the PPKPT Task Force and individuals who use or are likely to use the service, in order to gain a comprehensive understanding of their experiences, perceptions, and views on the unit's effectiveness in addressing violence issues.

3. Documentation

Documentation is a data collection technique that utilizes existing written and visual sources, such as archives, reports, photographs, or other official documents related to the research object. Data obtained through documentation serves to complement and reinforce the main data collected through observation and interviews. In this study, documentation was used to access and examine written and visual information related to the policies, programs, and activities of the PPKPT Task Force in carrying out its functions.

4. Triangulation

Triangulation is a methodological approach that combines various techniques and data sources to increase the validity and reliability of research results. Through triangulation, researchers can verify and compare information obtained from various

data collection methods, making research findings richer, more objective, and scientifically accountable. In this study, triangulation was applied by integrating data from observation, interviews, and documentation to obtain a comprehensive and accurate picture of the phenomenon being studied.

1.9.6. Data Analysis and Interpretation

According to Miles and Huberman, qualitative data analysis is conducted through an interactive model consisting of three main interrelated components, namely: (1) data reduction, (2) data presentation, and (3) conclusion drawing or verification. These three elements cannot be separated because their interrelationship is simultaneous and continuous, and they play an important role in guiding the analysis process to produce accurate and relevant conclusions (Zulfirman, 2022).

1. Data Reduction

Data reduction is the initial process in data analysis that involves selecting, simplifying, and focusing the information obtained from the field. The purpose of this stage is to filter relevant data, group information, and eliminate items that are not directly related to the research focus. In the context of this study, data reduction was carried out by filtering the results of interviews with informants, particularly members of the PPKPT Task Force, so that a clearer and more focused core issue could be obtained.

2. Data Presentation

Data presentation refers to the process of organizing and arranging data into a systematic form, making it easier for researchers to understand the information and identify patterns and relationships that emerge. Data can be presented in narrative form, tables, diagrams, or other visual forms appropriate to the needs

of the analysis. Through structured data presentation, researchers can facilitate the interpretation process and design further analysis steps more effectively.

3. Drawing Conclusions and Verification

Drawing conclusions is the final stage in data analysis, where interpretations of findings are made based on the data that has been reduced and presented. These conclusions are then verified to ensure their validity and authenticity through a review of the empirical evidence that has been collected. This stage also includes critical reflection to ensure that the research results truly reflect the reality being studied and are scientifically accountable.

1.9.7. Data Quality

According to Sugiyono in (Putri, 2020), the validity of data in qualitative research is tested through four main criteria, as follows:

1. Credibility

Credibility refers to the extent to which trust can be placed in the research results, so that the data obtained is considered valid and reflects the reality being studied. To increase credibility, researchers can apply several strategies, including:

- a) Extended observation, which involves expanding the data collection period so that researchers gain a deeper and more comprehensive understanding of the phenomenon being studied.
- b) Increased accuracy, achieved by verifying the accuracy of data through comparison with relevant literature or references.

- c) Triangulation, which involves testing the consistency of data through the use of various sources of information, methods, or different data collection times.
- d) Use of reference materials, which serve as supporting evidence to strengthen the findings.
- e) Member check, which is the process of reconfirming data and interpretations with informants to ensure that the information collected aligns with the participants' intended reality.

2. Transferability

Transferability indicates the external validity of a qualitative study, which relates to the extent to which the results of the study can be applied to other contexts or populations with similar characteristics. To achieve transferability, researchers need to compile detailed, clear, and systematic research reports so that readers can understand the context of the study and assess the relevance of the results to other situations.

3. Dependability

Dependability relates to the consistency and stability of data throughout the research process. This test is carried out by conducting a comprehensive audit of all stages of the research, from problem identification, data collection methods, analysis processes, to drawing conclusions. The aim is to ensure that the process undertaken can be traced logically and carried out systematically.

4. Confirmability

Confirmability is an indicator of objectivity in qualitative research, which measures the extent to which findings can be proven and confirmed by other parties. Researchers must demonstrate that the interpretations and conclusions drawn are based on valid data, not personal subjectivity. Validation can be

conducted through discussions and input from academically competent parties, such as supervisors, to ensure that research results are scientifically acceptable and unbiased.

By consistently applying these four criteria, the validity and reliability of qualitative research results can be guaranteed, so that the findings produced can be scientifically accounted for and contribute significantly to the understanding of the phenomenon being studied (Putri, 2020).