

THE RELATIONSHIP BETWEEN KNOWLEDGE AND PERSONAL SAFETY SKILLS AS A EFFORTS TO PREVENT SEXUAL HARASSMENT IN COLLEGE STUDENTS

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ABSTRACT

Sexual harassment ranks first among the cases of sexual violence in educational institutions. The college has become one of the educational institutions with a high case rate. Given that sexual harassment can harm a person as it can have a physical, psychological, and social impact, it is necessary to prevent sexual abuse with personal safety skills consisting of recognize, resist, and report. One of the factors that influences the prevention of sexual harassment is knowledge. The aim of this study is to look at the relationship between knowledge and personal safety skills as behavioral efforts to prevent sexual harassment in students. This research is a quantitative analysis of the type of observational analytics with cross sectional design. Respondents to this study were active students of Airlangga University in the academic year 2023/2024 and a total of 420 respondents were obtained using accidental sampling method. The data collection uses questionnaires and is processed with Spearman's analysis that shows the strength of the relationship. The results show a very strong relationship ($r=0.824$) between knowledge and personal safety skills as an attempt to prevent sexual harassment in students. It is hoped that the campus will maximize its efforts to prevent sexual harassment by increasing the knowledge of students and citizens of the campus about sexual abuse, facilitating training in personal safety or self-care skills, expanding media information and access services for reporting sexual assault, as well as monitoring and periodically evaluating programs that have been conducted in the campus area.

KEYWORDS Knowledge; Personal Safety; Prevent Sexual Harassment; College Students



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INTRODUCTION

Harassment ranks first in cases of sexual violence in the public sphere in 2020 (Komnas Perempuan, 2021). Sexual harassment in Indonesia occurs not only in adults, but also in adolescents, children, and toddlers. Sexual harassment according to Law Number 12 of 2022 concerning Criminal Acts of Sexual Violence, is a behavior carried out by the perpetrator to sexually harass the victim with several methods including through flirting, naughty whistling, pornographic humor, pinching or poking, touching certain parts of the body, sexual movements, invitations to date with threats and many other things that are done by the perpetrator to harass their victims.

United Nation Women says at least 35% of women in the world have experienced physical or sexual violence at some point in their lives. Globally, an estimated 736 million women (one in three women) have been subjected to physical and/or sexual violence by an intimate partner, non-partner, or both. Of these, at least once in the life of 30% of women aged 15 years and above).

Sexual harassment can occur anywhere, including in the scope of education. Higher education ranks first regarding the incidence of sexual violence during 2015-2021 and students occupy the first position as victims of sexual violence by type of work, which is 29.52% (Komnas Perempuan, 2022).

Throughout 2022, there were 8 complaints of sexual violence cases in the educational environment with the distribution of case areas including Padang, Lawas, Yogyakarta, Surabaya, Tuban, and Ambon. Research conducted by Artaria (2012), in one of the faculties of a well-known university in Surabaya City, there were 11 victims of sexual harassment cases. The types of harassment found included verbal harassment, forced touching of the victim's body parts, forcing the victim to touch the perpetrator's body parts, and showing the perpetrator's genitals to the victim without consent in the campus environment.

Based on HopeHelps UI data in 2019, a survey related to sexual harassment on campus stated that 79% of the number of respondents who answered, admitted that they did not know where and to whom to report cases of sexual harassment. (BEM FH UI, 2018).

This shows that sexual harassment cases will be difficult to disclose because most victims consider it a disgrace (Komnas Perempuan 2017). No single institution has accurate data about this because not all victims have the courage and determination to report to the campus, police, or other related institutions.

Adolescents who are victims of sexual violence will have physical consequences in the form of physical injuries and extreme cases leading to death. Psychological consequences can include depression, social phobia, anxiety, and even suicide attempts (Garcia-Moreno et al., 2012). This means that the impact of sexual abuse ranges from the risk of psychological disorders to the most severe being suicide attempts and death.

The high incidence of sexual harassment on campus can affect student health. Audiences who are exposed to news of sexual harassment will tend to worry about their safety from external dangers (Azizah et al., 2021).

Based on the facts regarding the high number of sexual harassment cases in universities, students need to be given training to prevent sexual harassment. One of the prevention efforts can be done through teaching personal safety skills (Aprilaz, 2016).

Personal safety skills consist of the ability to recognize, resist, and report. According to Umar et al. (2018), personal safety skills are effective in increasing the ability to prevent sexual violence in children and are needed to protect themselves from perpetrators of sexual violence. This is because personal safety skills train to know their personal body parts, perpetrators of sexual violence and what to do when facing sexual violence.

According to Mohd. Hanim et al. (2014), knowledge is one of the factors that can influence a sexual harassment prevention behavior. From the background of this study, it is necessary to examine how the relationship between knowledge and personal safety skills in efforts to prevent sexual harassment in students.

RESEARCH METHOD

This research is quantitative research with observational analytic type because researchers obtain data through direct observation without intervening. The design of this study is cross-sectional because the data measurement time of the independent variable and the dependent variable is only at one time. Based on data analysis, this research is descriptive research where researchers provide an overview of the relationship between variables, namely the relationship between knowledge and personal safety skills.

This research was conducted at Airlangga University Surabaya during April-May 2024. This study used accidental sampling method and obtained a sample size of 420 respondents from 15 faculties. The sample criteria in this study were active students of Universitas Airlangga in the academic year 2023/2024 aged 18-24 years. The variables studied in this study were knowledge of sexual harassment and personal safety skills in students. This research data collection used a questionnaire.

The knowledge questionnaire consists of 16 questions with measurement using a Guttman scale. While the personal safety skill questionnaire consists of 15 questions containing 6 questions of the recognize component, 5 questions of the resist component, and 4 questions of the report component using a Likert scale. All questions on the knowledge and personal safety skill questionnaires have been declared valid after conducting validity tests and declared reliable after conducting reliability tests.

This research data analysis uses the Spearman test to see the strength of the relationship between variables. According to Sugiyono (2017), the interpretation of the strong relationship between variables can be seen as follows:

Table 1. Correlation Coefficient Interpretation Guidelines

Coefficient Interval	Strong Relationship
0,00-0,199	Very weak
0,20-0,399	Weak
0,40-0,599	Medium
0,60-0,799	Strong
0,80-1,00	Very strong

RESULT AND DISCUSSION

Table 2: Frequency Distribution of Students Based on Age, Gender, and Education Level (Semester)

Variables	Category	n	%
Age	18 Years	56	13,3
	19 Years	63	15,0
	20 Years	70	16,7
	21 Years	57	13,6
	22 Years	64	15,2
	23 Years	50	11,9
	24 Years	60	14,3
Gender	Male	157	37,4
	Female	263	62,6
Education Level	2nd semester	145	34,5
	4th semester	115	27,4
	6th semester	90	21,4
	8th semester	70	16,7

Based on table 2, students based on age with the highest percentage of age are 20 years old, namely 70 respondents (16.7%) and the least percentage of age is 23 years old with 50 respondents (11.9%). The characteristics of students in this study based on gender with the highest percentage were female, namely a total of 263 people (62.6%), while male students were only 157 people (37.4%). Characteristics of students based on the level of education (semester) with the highest percentage is semester 2 students, namely 145 people (34.5%) and the least respondents are from semester 8 students, namely 70 people (16.7%).

Table 3. Distribution of Respondents Based on Knowledge and *Personal Safety Skill*

Variables	Category	n	%
Knowledge	Insufficient	41	9,8
	Good	133	31,7
		246	58,6
<i>Personal Safety Skill</i>	Insufficient	71	16,9

Good	162	38,6
	187	44,5

Table 3 shows that there were only 41 people (9.8%) who had poor knowledge. While 133 people (31.7%) have sufficient knowledge, and 246 people (58.6%) are classified as having good knowledge. The distribution of personal safety skills in this study is divided into less, enough, and good. Table 3 shows that students who have less personal safety skills are 71 people (16.9%), while as many as 162 people (38.5%) have sufficient personal safety skills, and almost half of the total respondents have good personal safety skills, namely 187 people (44.5%).

Table 4. Relationship between Knowledge and *Personal Safety Skill* in Students

Variables	Category	<i>Personal Safety Skill</i>					
		Less		Simply		Good	
		n	%	n	%	n	%
Knowledge	Less	35	85,4	6	14,6	0	0,0
	Simply	36	24,1	97	75,9	0	0,0
	Good	4	1,6	59	24,4	187	76,0
Correlation coefficient (r) = 0.824							

Based on table 4, it was found that there were 187 respondents with good knowledge who had good personal safety skills (76%), the remaining 59 people (24.0%) were classified as having sufficient personal safety skills, and there were only 4 people (1.6%) with good knowledge who had poor personal safety. While respondents with less knowledge who have less personal safety are 35 people (85.4%) and the remaining 6 people (14.6%) are classified as having sufficient personal safety.

Statistical analysis shows a Spearman correlation value (r) of 0.824, which means that there is a very strong positive relationship between knowledge and personal safety skills in students. This means that the better the knowledge about sexual harassment, the better the *personal safety skills* of students.

Discussion

Sexual Harassment Knowledge

The knowledge in question is everything that is seen, known, understood, towards a particular object captured by the five senses. Knowledge in this study is the knowledge of students related to sexual harassment which includes the definition of sexual harassment, forms of sexual harassment, perpetrators of sexual harassment, to understanding the characteristics of a place and actions that have the potential for sexual harassment.

The results showed that most students of Universitas Airlangga have good knowledge, meaning that students can understand the definition of sexual harassment,

the forms that distinguish a person's actions classified as sexual harassment or not, the characteristics of certain behaviors and situations with the risk of sexual harassment.

These results show that they are in line with research conducted by Manurung & Siagian (2020), which states that most adolescent respondents have high knowledge of sexual harassment.

Respondents in this study are in the age range of 18 years to 24 years, which is classified as the late adolescent age group. Adolescence is a transition period between childhood and adulthood. In that phase, adolescents will experience psychological changes due to adapting to a changing environment and a great curiosity about sexuality. Curiosity that is not accompanied by great responsibility certainly causes adolescents to have a great risk of experiencing sexual violence (Legati & Indrayani, 2021).

According to Maulidya *et al.* (2021), adolescence is a very important age to gain knowledge about sexuality, because it is thought to minimize the occurrence of sexual behavior cases.

From the results of the study it was also found that there were still students with insufficient knowledge. There are several things that can affect adolescents' knowledge related to sexual harassment including age and cultural environment.

Increasing age can increase knowledge and experience in preventing sexual harassment in adolescents (Wangamati *et al.*, 2018). The increase in knowledge due to age is due to environmental conditions that force adolescents to continue to develop and learn new rights related to the surrounding environment.

Then the cultural environment can affect adolescents' knowledge related to sexual harassment. Adolescents living in urban areas have good knowledge about sexual harassment when compared to rural areas (Alrammah & Ghazal, 2018). In addition, environments with cultures that prohibit talking about sexuality in public can affect adolescents' understanding and views on sexual harassment. What is taboo to talk about can have an impact on the truth and completeness of the information adolescents receive from their living environment.

Personal Safety Skill

Personal safety skills are education that teaches children about what to do in the event of a situation that could harm them to keep themselves safe. This education not only reduces the risk of becoming a victim but also increases the child's ability to protect themselves (Kendall, 2012).

Personal safety skills or personal safety skills that need to be mastered in order to maintain personal safety and avoid acts of sexual violence (Bangley & King, 2004). This *personal safety skill* consists of three components, including:

1. *Recognize*, including the ability to recognize the characteristics of people who have the potential to commit sexual abuse (predators)
2. *Resist*, includes the ability to withstand sexual harassment treatment or actions by shouting or refusing a request for sexual harassment.

3. *Report*, which includes the ability to report sexually unpleasant behaviors or actions that are received and that occur around them.

In this study, it was found that most respondents had good *personal safety skills*. This means that students have a good ability to recognize forms and acts of sexual harassment, have a good ability to reprimand and reject acts of sexual harassment, and have the ability to report acts of sexual harassment that happen to them and those around them. However, there are still respondents who are classified as lacking in *personal safety skills*.

Relationship between Knowledge and Personal Safety Skill

Based on the results of data analysis, it was found that there is a very strong relationship between knowledge and *personal safety skills* in Universitas Airlangga students as an effort to prevent sexual harassment. This means that the better the knowledge related to sexual harassment, the better the *personal safety skills* possessed by students as an effort to prevent sexual harassment.

This is in line with research conducted by Umar *et al.*, (2018), which states that *personal safety skills* are very influential on children's ability to prevent sexual violence, where there are changes after receiving knowledge of preventing sexual harassment.

The changes are that children know the parts of their body that can be seen or touched by others, the types of touch and what to do if they experience these events. Thus, the practice of *personal safety* can be done well.

In addition, it is in line with the results of this study that sexual health education provided to adolescents is very important to improve adolescents' knowledge and attitudes in preventing sexual harassment. This education can help adolescents understand sexuality and how to avoid sexual harassment (Solehati *et al.*, 2022).

This statement can be strengthened by the opinion of Halstead and Reiss that the purpose of sexual education is not only to provide information about sexuality, but to foster attitudes, positive behavior, and critical reflection on individual experiences (Gandeswari *et al.*, 2020).

From the results of the study, it was found that knowledge has a very strong relationship with *personal safety skills*. The better the knowledge, the better the *recognize, resist, and report* skills. This means that knowledge not only has a strong relationship with *recognize* skills, but also with *resist* and *report* skills.

Good knowledge will equip students to have good *recognition* skills. This means that sufficient knowledge can help the ability to recognize signs of sexual violence or harassment so that they have anticipation for the prevention of sexual harassment. This result is supported by research by Delfina, *et al.* (2021) which states that adolescent knowledge is directly proportional to anticipation of the risk of sexual violence in adolescents. Lack of understanding about sexual harassment causes adolescents to tend not to realize if they are experiencing sexual harassment.

Good knowledge will also equip students to have good *resistance* skills. According to research by Nida & Kurwiyah (2022), there is a relationship between

knowledge of sexual harassment and behavior to resist sexual harassment. In this case, understanding related to one's rights also helps individuals in applying *resist* skills. The courage to refuse will appear in a person because there is an understanding that he has the right to be free from harassment committed by other people either unknown or even people from the immediate environment.

Good knowledge will also equip students to have good *reporting* skills. This means that being equipped with knowledge related to what types of sexual harassment can be reported, the flow of reporting sexual harassment, and where to report acts of sexual harassment can facilitate the ability to *report* as a form of sexual harassment prevention efforts.

CONCLUSION

The findings of this study related to the analysis of the relationship between knowledge and *personal safety skills* in students at Universitas Airlangga show that the majority of respondents have good knowledge and have good *personal safety* skills.

Another result of this study is that there is a very strong positive relationship between knowledge and *personal safety skills* in efforts to prevent sexual harassment in students at Universitas Airlangga. This means that the better the knowledge of students, the better the *personal safety* skills they have as an effort to prevent sexual harassment.

It is hoped that students will be able to add insights related to understanding forms of sexual harassment by maximizing the use of technology as a source of information and participating in *personal safety* training in order to increase self-awareness so that they can make efforts to prevent sexual harassment.

In addition, it is expected that universities can increase promotive and preventive efforts in the campus environment related to sexual harassment prevention efforts, expand the provision of facilities and infrastructure for *personal safety* skills training and information media related to sexual harassment for all campus residents, and monitor and evaluate programs that have been running.

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