



Strengthening the Role of IMMawati in Women's Issues and Sexual Violence Prevention in Universities Through a General Stadium

Marisa Kurnianingsih^{1*}, Muchmad Iksan², Syaifuddin Zuhdi³

Universitas Muhammadiyah Surakarta

Corresponding Author: Marisa Kurnianingsih mk122@ums.ac.id

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ABSTRAK

Sexual violence in higher education institutions remains a significant challenge to fostering a safe, inclusive, and equitable academic environment. At the same time, literacy regarding women's issues, gender perspectives, and mechanisms for the prevention and handling of sexual violence requires further strengthening, particularly among student organizations. This community service program aimed to strengthen the role of IMMawati in understanding women's issues and enhance its capacity to support the prevention of sexual violence in higher education. The program employed an educational-participatory approach through lectures, interactive discussions, and question-and-answer sessions. Program evaluation was conducted descriptively based on observations of participants' engagement, the dynamics of the discussions, and feedback collected throughout the activity. The findings indicate that participants gained a more comprehensive understanding of women's issues, gender perspectives, various forms of sexual violence, and the functions and roles of the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS) in promoting a safer campus environment. In addition to improving participants' knowledge, the program fostered greater awareness and commitment among IMMawati members to serve as educational agents in promoting gender equality and supporting the implementation of policies on the prevention and handling of sexual violence within higher education institutions. Therefore, the educational-participatory approach adopted in this community service program represents an effective strategy for strengthening the capacity of women's student organizations to contribute to the development of inclusive, safe, and violence-free campus environments

INTRODUCTION

Universities are academic environments that have the responsibility to create a learning space that is safe, inclusive, and free from all forms of discrimination and violence. Besides carrying out their educational, research, and community service functions, universities also play a role in shaping the character of their academic community to uphold human values, equality, and justice. However, various sexual violence cases on campus show that there are still challenges in creating an academic environment that feels safe for everyone on campus.

Sexual violence in universities doesn't just affect the physical condition of the victims, but also impacts their psychological health, the continuation of their studies, and even their social life. This phenomenon shows that sexual violence is a problem that requires the involvement of all university elements in both prevention and handling. Therefore, building a safe campus culture needs to be supported through raising legal awareness, gender perspective, and the concern of the academic community for victim protection.

As a form of the government's commitment to providing protection to universities, a policy has been established regarding the prevention and handling of sexual violence through the formation of the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS). The presence of Satgas PPKS is expected to strengthen the mechanisms for prevention, support, and professional handling of sexual violence reports, with a focus on victim recovery. However, the implementation of this policy still faces various challenges, especially concerning the low level of students' understanding of the functions, authority, and working mechanisms of Satgas PPKS.

Besides strengthening institutions, efforts to prevent sexual violence also require improving literacy on women's issues and gender perspectives. Understanding the concept of gender equality is an important foundation for building respectful social relationships and preventing the emergence of stereotypes, subordination, and various forms of discrimination against women. Good gender literacy will shape students' critical attitudes in addressing various issues related to gender-based violence in the academic environment.

Student organizations play a strategic role in building an inclusive and fair academic culture. As one of the autonomous women's organizations, IMMawati has an important role in developing women's leadership, raising awareness on women's issues, and encouraging members to participate in various social activities focused on community empowerment. This role makes IMMawati a potential key player in supporting efforts to prevent sexual violence in universities.

Increasing gender literacy and education about sexual violence prevention mechanisms can increase students' knowledge, attitudes, and concern about the importance of creating a safe campus environment. However, most of the service activities still focus on policy socialization or increasing understanding of the PPKS Task Force, while strengthening the role of women student organizations as agents of change has not been the focus of much discussion.

This situation shows the need to integrate discussions about women's issues with strengthening student organizations' capacity to support the prevention of sexual violence. This approach not only boosts participants' knowledge about gender perspectives but also enhances their ability to internalize values of equality and respect for everyone's rights in academic life. In this way, student organizations can make a real contribution to building a safer and more inclusive campus culture. Strengthening the role of women's student organizations becomes important considering that students are a group closely connected to various campus life dynamics. Through educational and empowerment activities, students are expected to be able to become agents of change who not only understand issues of women and sexual violence but also can spread information, build awareness, and support the creation of effective protection systems within higher education environments.

IMPLEMENTATION AND METHODS

This community service activity was carried out in the form of a General Lecture held on August 31, 2025, at the Central Java Education Quality Assurance Center (BBPMP Central Java). The target audience for this activity is the cadres of the Muhammadiyah Student Association (IMM), especially IMMawati, who come from various universities. The target was chosen based on the strategic role of IMMawati as a female student organization with the capacity to be agents of education, advocacy, and drivers of campus culture that are responsive to women's issues and the prevention of sexual violence.

The implementation method uses an educational participatory approach, which is an approach that emphasizes the learning process through information sharing, dialogue, and active participant involvement. This approach is chosen so that participants not only gain an understanding of women's issues and sexual violence prevention, but also develop a critical mindset, increase their awareness, and build a commitment to applying these values in both organizational life and the university environment.

The activities are carried out in three stages: preparation, implementation, and evaluation. The preparation stage includes coordinating with the organizers, preparing materials, determining speakers, and arranging the technical aspects of the activities. The materials prepared cover women's issues, gender perspectives, forms of sexual violence in the university environment, the legal basis for preventing and handling sexual violence, as well as the function of the PPKS Task Force as part of the protection system in universities.

The implementation stage is carried out by delivering materials from the speakers using an interactive lecture method combined with discussions and Q&A sessions. Then, the activity evaluation was carried out descriptively and qualitatively through observing participants' involvement during the activities, their enthusiasm in discussion sessions, and their ability to respond to issues presented by the speakers. In addition, the evaluation was also based on feedback obtained during Q&A and discussion sessions to understand participants' level of comprehension of the material provided. The evaluation results were used as a basis to describe the achievements of the community service activities and the

effectiveness of the Stadium General as a means to strengthen the role of IMMawati in women's issues and the prevention of sexual violence in universities.

RESULTS AND DISCUSSION

The implementation of community service activities received a positive response from the participants. This activity became an educational platform that brought together perspectives on Islam, women's leadership, and policies for preventing sexual violence in higher education institutions in one scientific forum. The participants' enthusiasm was evident from their high engagement during the presentation of materials, discussion sessions, and Q&A. This shows that issues of women and the prevention of sexual violence are relevant topics for students, especially IMMawati members, as an autonomous women's organization that plays a strategic role in developing character, leadership, and women's empowerment in universities.

The issue of women's rights serves as a basis for building participants' understanding of the importance of a gender perspective in academic life. It's not only focused on women's position in public spaces but also emphasizes the importance of equal relationships, respect for human rights, and the elimination of various forms of gender-based discrimination. Different forms of gender injustice are still found on campus, such as stereotypes against women in leadership, role divisions influenced by social constructs, and the still-low courage to share experiences or respond to discriminatory actions. These findings show that improving gender literacy is an important first step in creating an inclusive and fair culture.

Discussion about gender perspectives also encourages participants to understand that equality is not meant to erase the differences between men and women, but rather to provide the same opportunities in obtaining rights, fulfilling roles, and participating in various academic and organizational activities. This understanding is important because there is still a perception that women's issues are solely the responsibility of women. Through this activity, participants gain the understanding that building a safe campus culture requires the involvement of the entire academic community, including students, lecturers, educational staff, and student organizations. In this way, women's issues are understood as part of efforts to create an educational environment that upholds the values of justice, equality, and respect for human dignity.

As an autonomous women's organization within the Muhammadiyah Student Association, IMMawati holds a strategic position in building students' critical awareness of various social issues, including women's issues and sexual violence. Through this General Stadium, participants are encouraged not just to understand the basic concepts of gender equality, but also to be able to apply them in organizational activities. Various ideas that came up during the discussion sessions showed the participants' commitment to developing educational programs that are more responsive to women's issues, such as organizing seminars, regular discussions, gender literacy campaigns, and collaborations with various parties within the university. This shows that community service activities don't stop at knowledge transfer, but also

encourage the emergence of concrete initiatives that can be implemented within the organization..

Besides discussing women's issues, this activity also provides an understanding of the increasing attention to cases of sexual violence in universities. Sexual violence isn't only physical acts, but also includes verbal harassment, digital harassment, sexual intimidation, and other forms of violence that cause physical or psychological harm to the victims. Many people still don't understand the boundaries of behavior that count as sexual violence or the steps to take if they become victims or know about suspected sexual violence. This situation shows that education about sexual violence is still very much needed as part of preventive efforts to create a safe, comfortable environment free from all forms of violence..

Besides that, it's important to understand that preventing sexual violence isn't just about having regulations, but also requires the active participation of the entire academic community. The PPKS Task Force has preventive, educational, responsive, and rehabilitative functions in handling sexual violence cases on campus. In addition to receiving and following up on reports, the PPKS Task Force also plays a role in creating a safe campus culture through outreach, education, victim support, and providing recommendations to university leaders. This understanding gives participants a new perspective that the existence of the PPKS Task Force is part of a protection system for the academic community that everyone needs to support together.

During the discussion, it was shown that some participants had not previously fully understood the mechanisms for reporting and handling sexual violence cases in universities. There were concerns about the social stigma still attached to victims and the perception that the reporting process tends to be complicated and could cause psychological stress. Participants gained an understanding that the case handling process must prioritize the principle of protecting victims, maintaining identity confidentiality, avoiding re-victimization, and ensuring victims' rights to receive support. This understanding is important in building students' trust in the mechanisms for handling sexual violence in the university environment.

This activity also strengthens participants' awareness of IMMawati's strategic position in supporting the implementation of policies to prevent and handle sexual violence. As a women's student organization, IMMawati is close to the students, making it potentially a strategic partner for universities in spreading information about gender equality, fostering a culture of mutual respect, and educating students about available protection mechanisms. This role is not meant to replace the function of the PPKS Task Force, but rather to serve as a communication bridge between students and the institution in efforts to strengthen sexual violence prevention through educational and persuasive approaches.

The General Stadium activities can create an interactive discussion atmosphere and encourage participants to actively take part in each session. The high level of questions, responses, and discussions shows that participants are not just passively receiving the material, but also trying to relate it to their own

experiences and situations in their respective universities. This interaction is an indicator that the General Stadium method can boost participants' critical awareness of women's issues and sexual violence prevention, while also strengthening their capacity as change agents within organizations and on campus.

The results of this activity show an increase in participants' awareness of the importance of building a campus culture that is safe, inclusive, and gender-equitable. Strengthening the capacity of female student organizations through educational activities not only increases knowledge but also encourages the formation of a commitment to implement the values of equality, respect for human dignity, and the prevention of sexual violence in organizational life and the university environment. In this way, the Stadium General can become one of the community service models that is relevant to replicate as part of efforts to build a higher education ecosystem that is safer, responsive, and focused on protecting the rights of every member of the academic community.



Figure 1. Participant Documentation



Figure 2. Material Presentation



Figure 3. Giving the Certificate to the Speaker

CONCLUSION AND RECOMENDATION

This community service activity successfully improved participants' understanding of women's issues, gender perspectives, and the urgency of preventing sexual violence in universities. Participants gained a more comprehensive understanding of the importance of building a safe, inclusive, and gender-just campus culture. Observations during the activities showed an increase in participants' awareness in identifying various forms of gender injustice and sexual violence, as well as understanding that prevention efforts are a shared responsibility of the entire academic community. It also strengthens IMMawati's understanding of the functions and roles of the Sexual Violence Prevention and Handling Task Force (Satgas PPKS) as part of the protection system in universities. This capacity building encourages participants to actively commit as education agents in spreading the values of gender equality, supporting the implementation of PPKS policies, and contributing to creating a campus environment free from sexual violence. Therefore, the Stadium General activity can become an effective community service model that can be replicated by student organizations or universities in efforts to build a safer, more inclusive higher education ecosystem that focuses on protecting the rights of all academic community members.

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