



INSTITUT  
PENDIDIKAN  
INDONESIA



Satuan Tugas  
(SATGAS)  
IPI GARUT

# Guidelines and Standard Operating Procedures for the Prevention and Handling of Violence at Institut Pendidikan Indonesia Garut





**INSTITUT  
PENDIDIKAN  
INDONESIA**



**Satuan Tugas  
(SATGAS)  
IPI GARUT**

# Prevention, Reporting, and Handling of Violence in the Campus Environment

Based on

The Regulation of the Minister of Education, Culture,  
Research, and Technology of the Republic of Indonesia  
Number 55 of 2024 concerning the Prevention and  
Handling of Violence in Higher Education Institutions



disusun oleh :  
Satuan Tugas Pencegahan dan Penanganan  
Kekerasan di Perguruan Tinggi  
Institut Pendidikan Indonesia  
Garut



# INDONESIAN INSTITUTE OF EDUCATION GARUT

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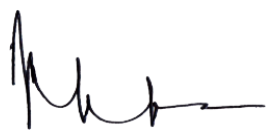


## STUDENT GUIDELINES

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## GUIDELINES AND STANDARD OPERATING PROCEDURES FOR PREVENTION AND HANDLING OF VIOLENCE IN HIGHER EDUCATION



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PENETAPAN PEDOMAN PENCEGAHAN DAN PENANGANAN KEKERASAN DI  
LINGKUNGAN PERGURUAN TINGGI (PPKPT)  
INSTITUT PENDIDIKAN INDONESIA GARUT

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  4. Peraturan Pemerintah No 4 Tahun 2014 Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi.
  5. Permendikbud No 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi Surat Keputusan Kementerian Ristekdikti No. 635 / KPT/ I / 2017 STKIP Garut berubah statusnya menjadi Institut Pendidikan Indonesia (IPI).
  6. Anggaran Dasar dan Rumah Tangga Yayasan Griya Winaya Garut
  7. Statuta Institut Pendidikan Indonesia Garut
  8. Manual Mutu ISO 21001: 2018 Institut Pendidikan Indonesia Garut
  9. Manual Mutu ISO 9001: 2015 Institut Pendidikan Indonesia Garut



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- Menetapkan : KEPUTUSAN REKTOR INSTITUT PENDIDIKAN INDONESIA GARUT TENTANG PENETAPAN PEDOMAN PENCEGAHAN DAN PENANGANAN KEKERASAN DI LINGKUNGAN PERGURUAN TINGGI (PPKPT) INSTITUT PENDIDIKAN INDONESIA GARUT
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Pada tanggal : 18 November 2024,

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2. Direktur Sekolah Pascasarjana
3. Para Dekan
4. Kepala BPM
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6. Arsip

## **FOREWORD**

The prevention and handling of violence in higher education is an important part of realizing a safe and comfortable campus environment for the entire academic community. Permendikbud Number 55 of 2024 concerning the Prevention and Handling of Violence in Higher Education is present as a reference in dealing with violence on campus, ranging from forms of physical, psychological, bullying, to sexual violence, discrimination & intolerance and policies that contain violence. In order to provide guidance for universities in implementing this policy, especially the Indonesian Institute of Education (IPI) Garut, we have compiled this guidebook.

This guideline aims to provide practical guidance on how to prevent, handle, and sanction perpetrators of violence appropriately and fairly. This document was prepared by involving various related parties within IPI Garut, with the hope of reducing the occurrence of violence on campus and creating a safer and conducive atmosphere.

We hope that this guideline can be a useful reference for the entire academic community, especially lecturers, students, staff and other related parties at IPI Garut. Hopefully this handbook can make a positive contribution in creating a better and more humane educational environment.

Garut, December 2024

Chairman of the PPKPT Task Force IPI Garut

Dr. Jamilah, S.H., M.Pd.

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# CHAPTER I

## VIOLENCE IN COLLEGE

Violence refers to any form of behavior that involves the use of physical or psychological force that can cause injury, damage, or suffering to another individual or group. Violence can come in many forms, such as physical, verbal, sexual, or emotional, and often reflects an *imbalance of power or control between the parties involved*.

The college environment is supposed to be a safe and conducive place to learn, develop, and socialize. However, in reality, campuses are vulnerable to the emergence of various forms of violence, both physical, verbal, and psychological. Violence in higher education can occur at various levels and forms, be it between students, between students and lecturers, or even between staff and students, other campus residents, and campus partners.

Some of the factors that cause universities to become vulnerable to violence include:

### **1. Differences in Status and Power In Higher Education**

The power difference that occurs between lecturers, students, and campus staff. These differences in status often foster inequality in relationships, which has the potential to lead to abuse of power, especially in the context of sexual violence or bullying by lecturers or seniors to students. When power is not balanced with strong ethics and morals, violence can emerge as a form of control or exploitation.

### **2. Diverse Social Environment**

Universities are a gathering place for individuals with very diverse backgrounds, be it in terms of culture, religion, ethnicity, or outlook on life. While diversity is supposed to be a strength, it often triggers friction or conflict, which if not handled properly can lead to violence, be it in the form of discrimination, *bullying*, or social exclusion.

### **3. Academic and Social Pressure**

Students often face high pressures in terms of academics, organizations, and social lives. The pressure to achieve academic achievement, high expectations from family, and demands in campus organizations often make students feel depressed. When this pressure cannot be managed properly, excessive stress can lead to aggressive or even violent behavior. In addition, tension in social relationships, such as friendships or romantic relationships, can also contribute to the occurrence of violence, especially psychological or emotional violence.

### **4. Lack of Understanding of Social and Ethical Boundaries**

College is often the place where students first feel more freedom than in their home or school environment. Without a clear understanding of ethics and social boundaries, college students can get caught up in unhealthy behaviors, such as *bullying*, sexual

harassment, or verbal abuse. Lack of education and awareness about violence, both physical and non-physical, is one of the important factors that make violence difficult to prevent.

#### **5. Lack of Proper Prevention and Handling Mechanisms**

Many colleges do not have effective systems or mechanisms to prevent and deal with violence. Without clear policies, easily accessible reporting channels, and psychological support for victims, many cases of violence go undisclosed or poorly handled. This creates an opportunity for violence to develop silently, making it increasingly difficult to eradicate it.

Violence in higher education not only harms the individual who is the victim, but also damages the image and integrity of the educational institution itself. Therefore, it is important for all parties involved in the college to understand the factors that lead to violence and commit to creating a safe and violence-free environment. Through clear policies, prevention programs, and effective handling mechanisms, colleges can be a safe place for every individual to thrive and excel.

The prevention and handling of violence in higher education is very important to create a safe and conducive environment for the entire academic community. Through the policies contained in the Regulation of the Minister of Education and Culture Number 55 of 2024 concerning the Prevention and Handling of Violence in Higher Education, it is hoped that there will be a clear and firm mechanism to prevent and handle violence in the higher education environment, including the establishment of the PPKPT (Task Force) (Prevention and Handling of Violence in Higher Education).

### **ARTICLE 1**

#### **Forms of Violence**

Violence in higher education can be of various types that harm related parties. Based on Article 9 paragraph 2 of Permendikbud Number 55 of 2024, violence that needs attention includes:

##### **1. Physical Violence**

Physical violence is any act with physical contact that is carried out with or without the use of assistive devices. Acts of violence involving physical activity include:

- a. Confusion
- b. Persecution
- c. Fights
- d. Economic exploitation through forced labor to provide economic benefits for perpetrators
- e. Murder

- f. Other acts that are declared as physical violence in accordance with the provisions of laws and regulations

## **2. Psychic Violence**

Psychological violence is any non-physical act that is carried out with the aim of degrading, insulting, scared, and/or making feelings uncomfortable. Violence in the form of demeaning, insulting, or threatening words or speech. Psychological violence as referred to can be in the form of:

- a. exclusion;
- b. rejection;
- c. abandonment;
- d. humiliation;
- e. the spread of rumors;
- f. mocking calls;
- g. intimidation;
- h. terror;
- i. public humiliation;
- j. blackmail; and/or
- k. other acts that are declared as Psychological Violence in accordance with the law.

## **3. Bullying**

Bullying is a pattern of behavior in the form of physical violence and/or psychological violence that is carried out repeatedly and the existence of *inequality in power relations*.

## **4. Sexual Violence**

Sexual violence is any act of degrading, insulting, harassing, and/or attacking a person's body, and/or reproductive function, due to inequality in power and/or gender relations, which results or can result in psychological and/or physical suffering, including that which interferes with a person's reproductive function and loses the opportunity to carry out education and/or work safely and optimally. Forms of Sexual Violence, including:

- a. delivery of speech that discriminates or harasses the physical appearance, body condition, and/or gender identity of the victim;
- b. the act of showing the genitals intentionally without the consent of the Victim;
- c. delivery of speech that contains sexual seduction, jokes, and/or whistling;
- d. the act of staring at the victim with sexual nuances and/or making the victim feel uncomfortable;

- e. sending messages, jokes, images, photos, audio, and/or videos of sexual nuances to the Victim even though the Victim has been prohibited;
- f. the act of taking, recording, and/or distributing photos and/or audio and/or visual recordings of the Victim that are of a sexual nuance without the Victim's consent;
- g. the act of uploading photos of the victim's body and/or personal information that are sexual nuanced without the victim's consent;
- h. dissemination of information related to the victim's body and/or personal information of sexual nuances without the victim's consent;
- i. the act of peeping or deliberately seeing the Victim who is doing activities in private and/or in a private space;
- j. acts of persuading, promising, or offering something to the Victim to engage in sexual transactions or activities that the Victim does not approve of;
- k. the provision of punishments or sanctions that are sexual in nature;
- l. the act of holding, touching, hugging, rubbing, kissing, touching, and/or rubbing his body parts on the Victim's body without the Victim's consent;
- m. the act of undressing the Victim without the Victim's consent;
- n. coercion of the Victim to carry out sexual transactions or activities;
- o. cultural practices of the community of Campus Residents with nuances of sexual violence;
- p. attempted rape even if penetration does not occur;
- q. rape includes penetration with objects or body parts other than the genitals;
- r. coercion or act of deceiving the Victim to perform an abortion;
- s. coercion or act of deceiving the Victim to become pregnant;
- t. forced sterilization;
- u. sexual abuse;
- v. sexual exploitation;
- w. sexual slavery;
- x. the crime of trafficking in persons aimed at sexual exploitation;
- y. allowing sexual violence to occur deliberately; and/or
- z. other acts that are declared as sexual violence in accordance with the provisions of laws and regulations.

The provisions regarding the non-consent of the Victim in the form of Sexual Violence also do not apply to the adult Victim if the Victim is in a situation where the Victim threatens, coerces, and/or positions his; abuses under the influence of drugs, alcohol, and/or drugs; is sick, unconscious, helpless, or asleep; has a vulnerable physical and/or psychological condition; has

temporary paralysis or motor impairment; and/or experiences The condition is shaky. Any act of violence with or without consent committed against *children* and/or *persons with disabilities* is a form of sexual violence.

## **5. Discrimination and Intolerance**

Discrimination and intolerance is any act of violence in the form of discrimination, exclusion, restriction, or selection based on ethnicity/ethnicity, religion, belief, race, color, age, socioeconomic status, nationality, affiliation, ideology, gender, and/or intellectual, mental, sensory, and physical abilities. Forms of discrimination and intolerance can be in the form of:

- a. Prohibition for:
  - 1) wearing clothing that is in accordance with religious beliefs and/or beliefs;
  - 2) Participating in religion/belief courses taught by lecturers in accordance with the student's religion/beliefs recognized by the government; and/or
  - 3) practicing religious teachings/beliefs that are in accordance with the religious beliefs/beliefs adhered to;
- b. compulsion to:
  - 1) wearing clothing that is not in accordance with religious beliefs and/or beliefs;
  - 2) participating in religion/belief courses taught by lecturers that are not in accordance with the religion/beliefs of students recognized by the government; and/or
  - 3) practicing religious teachings or beliefs that are not in accordance with the religious beliefs/beliefs adhered to;
- c. provide special treatment to prospective leaders/administrators of organizations based on certain identity backgrounds in higher education;
- d. prohibition or coercion to:
  - 1) participating or not participating in religious holidays held at universities that are different from their religion/beliefs according to their beliefs; and
  - 2) provide donations/assistance on the grounds of ethnicity/ethnicity, religion, creed, race, color, age, socioeconomic status, nationality, affiliation, ideology, gender, and/or intellectual, mental, sensory, and physical abilities;
- e. acts of reducing, obstructing, or not providing the right or need of students to:
  - 1) following the student admission process;
  - 2) use appropriate learning facilities and infrastructure and/or accommodation;
  - 3) receive educational assistance or scholarships to which students are entitled;
  - 4) have the opportunity to participate in competitions;
  - 5) have the opportunity to take part in training or continue education at the next level;
  - 6) obtaining learning assessment results;
  - 7) Graduating from college;

- 8) graduated from College;
  - 9) follow guidance and consultation;
  - 10) obtaining educational documents that are the right of students;
  - 11) obtaining other forms of educational services that are the right of students;
  - 12) show/display expressions of art and culture of interest; and/or
  - 13) develop students' talents and interests in accordance with the resources or abilities possessed by the university;
- f. acts of reducing, obstructing, or distinguishing the rights and/or obligations of lecturers or education personnel in accordance with the provisions of laws and regulations; and/or
  - g. acts of discrimination and other intolerance in accordance with the provisions of laws and regulations.

#### **6. Policies that contain Violence**

Policies that contain violence are policies that have the potential or cause violence. Policies that contain violence include written and unwritten policies. Written policies of decision letters, circulars, official memoranda, guidelines, and/or other forms of written policies. Unwritten policies include appeals, instructions, and/or other forms of action. Policies that contain violence involve the control or misuse of resources that are detrimental to other parties.

### **Article 2**

#### **Establishment of the PPKPT Task Force**

As an effort made to prevent and handle violence in higher education, and as enshrined in Ministerial Regulation Number 55 of 2024, it is necessary to strengthen governance, provide education, and provide facilities and infrastructure that are the responsibility of universities and ministries.

The steps that need to be taken by universities in preventing and handling violence in the university environment in accordance with Ministerial Regulation Number 55 of 2024, are:

- a. Universities develop clear policies and guidelines regarding the prevention and handling of violence, which are expected to be implemented in accordance with the policies of the Ministry. Planned programs must include adequate funding allocation
- b. Universities form a **Task Force** (Satgas) that is responsible for implementing this policy. The Task Force that is formed must have clear authority, and ensure cooperation with university partners in carrying out the Tridharma (education, research, and community service) which also includes a commitment to the prevention and handling of violence. Universities have the responsibility to provide assistance, protection, and recovery to victims or witnesses of violence, as well as cooperate with relevant agencies in preventing and handling violence.
- c. Universities that develop guidelines on the prevention and handling of violence must include practical measures such as restrictions on meetings outside of operating hours and outside

the campus area, communication guidelines between campus residents, and integrity pacts that affirm the commitment not to commit violence. Meanwhile, guidelines for handling violence must include procedures for reporting, examination, follow-up, and meeting the needs of assistance and recovery for victims or witnesses of violence. All of this aims to create a safer and violence-free environment in college.

- d. Universities prevent and handle violence through a structured and sustainable educational approach. One of the important steps is to socialize policies and programs to prevent and handle violence on a regular basis, which must be carried out in order to support the implementation of the Tridharma (education, research, and community service).
- e. Universities promote and implement anti-violence culture and values, inclusivity, gender equality, and collaboration in the Prevention and Handling of Violence.
- f. Universities organize training on Prevention and Handling of Violence.
- g. Universities prevent and handle violence by providing supporting facilities and infrastructure, such as easily accessible reporting channels to report violence, as well as safe and comfortable examination rooms to handle cases of violence.
- h. The university ensures adequate accommodation for persons with disabilities and those with special needs, and ensures that campus facilities, such as buildings, toilets, canteens, laboratories, and public spaces, are safe and comfortable for all campus residents.
- i. Funding for the prevention and handling of violence in the university environment can be sourced from several sources, including the state expenditure budget, the university budget, and/or other legal and non-binding sources. Universities are expected to allocate sufficient budgets to support violence prevention and handling activities. The budget allocation at least includes financing for the operational activities of the Task Force, honorarium for members of the Task Force, and financing for activities involving other parties involved in efforts to prevent and handle violence. With clear and allocated funding, universities can implement these programs effectively.

## **CHAPTER II**

### **TASK FORCE FOR THE PREVENTION AND HANDLING OF VIOLENCE IN HIGHER EDUCATION (PPKPT TASK FORCE)**

The Task Force (Satgas) is formed by universities that are responsible for carrying out the prevention and handling of violence in the university environment. This task force is appointed and determined by the Leader of Higher Education and is located under the appointed Deputy Leader of Higher Education. In some cases, the Leader of the Higher Education can also appoint or form a work unit or directorate to manage the Task Force.

The Task Force is directly responsible to the Higher Education Leader through the appointed Deputy Leader of the Higher Education or the Head of the Work Unit that manages the Task Force.

#### **Article 3**

##### **Position of the Task Force**

The Task Force has a direct position under the Leader of Higher Education and is responsible to the Leader of Higher Education. The membership of the Task Force consists of lecturers, education staff, and students, with an odd number of members and a minimum of 7 people. The membership also pays attention to the representation of women, where at least 1/3 of the members are women.

#### **Article 4**

##### **Structure of the Formation of the Task Force**

The composition of the Task Force consists of:

- 1) **Chairman (cum member):** Comes from the lecturer element.
- 2) **Secretary (cum member):** Comes from the elements of education personnel.
- 3) **Members:** Lecturers, education staff, and students in accordance with applicable regulations.

The Chairperson and Secretary are elected from and by members of the Task Force through consensus deliberation, taking into account the representation of women.

#### **Article 5**

##### **Establishment of the Task Force**

##### **Requirements for Task Force Members:**

- 1) **Elements of Lecturers and Education Personnel:**
  - a) Never commit violence.
  - b) He has never been sentenced to imprisonment with permanent legal force.
  - c) Not currently undergoing a medium or severe employee disciplinary sentence.

2) **Student Elements:**

- a) Never commit violence.
- b) He has never been sentenced to imprisonment with permanent legal force.

3) **Document Requirements:**

- a) Statement letter related to violence, criminal punishment, and employee disciplinary punishment.
- b) Curriculum vitae.
- c) Letter of recommendation from the Leader of the College, faculty, or department.

## **Article 6**

### **Stages of Task Force Formation**

**Steps in the Formation of the Task Force:**

- 1) **Registration:** Registration announcements are made on the Higher Education website and places that are easily accessible to the public, with a maximum registration time of 30 calendar days.
- 2) **Administrative Selection:** The Leader of the University selects the completeness of the required documents within a maximum of 14 calendar days.
- 3) **Announcement of Administrative Selection:** The results of the selection are announced within 1 calendar day after the selection is carried out.
- 4) **Assessment:** Related work units in the Ministry carry out assessments of prospective members of the Task Force within a maximum of 30 calendar days.
- 5) **Announcement of Assessment Results:** The results of the assessment are announced within 1 calendar day after the assessment is completed.
- 6) **Additional Procedures:**
  - a) Higher education leaders open up input from the public and clarify if there are responses related to prospective members of the Task Force.
  - b) If there is a response that is proven to be correct, the prospective member of the Task Force can be canceled.
  - c) Member replacement is carried out if the number of members does not meet the requirements or there is a resignation.

## **Article 7**

### **Term of Duty of the Task Force**

**1) Duration and Evaluation:**

- a) Members of the Task Force serve for 2 years and can be re-elected based on performance evaluation by Higher Education Leaders.

- b) If the results of the evaluation show good performance, the College Leader may assign the same member for the next period.

**2) Causes of Intermittent Termination:**

- a) Passed away.
- b) Resign.
- c) Not meeting the elements that have been set.
- d) Becoming a suspect in a criminal act.
- e) Permanent inability to perform tasks for more than 3 months.
- f) Move tasks or mutations.

**3) Intertime Replacement Procedure:**

- a) Replacement can be done by appointing prospective members who did not pass the assessment or reopening the stages of forming the Task Force.
- b) If interim replacement is made through appointment, the assessment procedure must still be carried out by the relevant work unit in the Ministry.
- c) If it goes through the stages of reformation, the formation procedure is carried out in accordance with the applicable regulations.

**Article 8**

**Duties and Functions of the Task Force**

The Task Force has the main task of carrying out Prevention and Handling of Violence in the Higher Education environment. The functions of the Task Force include:

- 1) Assisting Higher Education Leaders in drafting guidelines for the prevention and handling of violence.
- 2) Conducting socialization about gender equality, educational rights, reproductive health, and violence in the campus environment.
- 3) Receive, follow up, and handle reports of alleged violence.
- 4) Coordinate with related work units, including disability services.
- 5) Facilitate referral services for victims and witnesses.
- 6) Monitor the implementation of follow-up recommendations and submit annual reports to Higher Education Leaders.

**Article 9**

**Authority of the Task Force**

The Task Force has the authority to:

- 1) Summoning and requesting information from related parties such as the Complainant, Victim, Witness, and Reported.

- 2) Asking for the help of the Higher Education Leader to present the necessary parties in the examination.
- 3) Consult with relevant parties regarding the handling of violence with the comfort and safety of the victim in mind.
- 4) Coordinate with other universities or university partners if it involves parties from outside the university.
- 5) Facilitate reporting to law enforcement officials if necessary.

### **Article 10**

#### **Obligations of the Task Force**

The Task Force has the obligation to:

- 1) Follow up on every report of alleged violence received.
- 2) Maintain the confidentiality of the identity of the parties involved in the report.
- 3) Uphold the code of ethics set by the university. Task forces that violate this provision may be subject to administrative sanctions by the Leader of Higher Education, such as written reprimand or dismissal from office.

### **Article 11**

#### **Rights of the Task Force**

The Task Force has the right to:

- 1) Receive training on Violence Prevention and Management.
- 2) Getting protection, both security and comfort, as well as legal assistance and psychological services.
- 3) Getting awards in accordance with the provisions set by their respective universities.

## **CHAPTER III**

### **STAGES OF HANDLING AND INSPECTION**

To handle cases of violence in universities, the Task Force for Handling and Preventing Violence must follow systematic procedures and in accordance with laws and regulations (Ministerial Regulation No. 55 of 2024 Article 48). This process includes several stages, namely reporting, follow-up reporting, examination, preparation of conclusions and recommendations, and follow-up to these conclusions and recommendations.

#### **Article 12**

##### **Reporting**

- 1) Reporting Stages: Whistleblowers can report suspected violence to:
  - a) Task Force
  - b) College
  - c) Inspectorate General
- 2) Reports of alleged violence can be submitted by:
  - a) **Direct** or
  - b) **Indirect**, through the reporting channels provided, such as: written letters; telephones; electronic short messages; electronic mails; and other forms of submission that make it easier for reporters.
- 3) **Information to Be Included in the Report:** The report of alleged violence must contain at least:
  - a) Name and address of the reporter
  - b) Name and address of the reported person
  - c) The time and place of the event
  - d) Description of the alleged violence
- 4) The report does not need to be accompanied by preliminary evidence. The results of the receipt of the report are evidenced by the receipt of the report.

#### **Article 13**

##### **Report Handling Procedure**

- 1) **If the task force receives a report:**

If the reported person is the Leader of the Higher Education, the Task Force must forward the report to the Inspectorate General.
- 2) **If the college receives a report:**
  - a) If the reported person is other than the Higher Education Leader, the Higher Education must forward the report to the Task Force.

b) If the reported person is the Leader of the College, the Higher Education must forward the report to the Inspectorate General.

**3) If the Inspectorate General receives a report:**

If the reported person is other than the Leader of Higher Education, the Inspectorate General must forward the report to the Task Force.

**Article 14**

**Follow-up if the report is not followed up**

- 1) If the Task Force does not follow up on the report, the reporter, the victim, and/or campus residents can report to the University Leader.
- 2) If the Higher Education Leader does not follow up, the complainant, the victim, and/or campus residents can report to the Inspectorate General.
- 3) The Task Force that does not follow up on reports of alleged violence will be subject to administrative sanctions in accordance with Article 30. Higher education leaders who do not follow up on the report will be subject to administrative sanctions in the form of:
  - a) Written reprimands, namely: first reprimand sanction; the sanction of the second reprimand; Third Warning Sanction, with a Certain Period of Time
  - b) Dismissal from the position of Leader of Higher Education
- 4) Leaders of Higher Education with ASN status will be subject to sanctions in accordance with applicable laws and regulations.

**Article 15**

**Initial Action against Victims, Witnesses, or Complainants**

The Task Force or the Inspectorate General may take preliminary action to facilitate:

- 1) Safety of the victim, witness, or whistleblower
- 2) Psychological assistance
- 3) Recovery services
- 4) Sustainability of the educational or employment rights of the victim, witness, or complainant
- 5) Submission of information about their rights, mechanisms for handling violence, potential risks faced, and risk mitigation plans
- 6) **Coordination with Other Parties:** In carrying out initial actions, the Task Force or Inspectorate General will coordinate with the Leader of Higher Education, community-run service providers, and/or ministries/institutions that provide services to victims or witnesses.

## **Article 16 Follow-up Reporting**

### **1) Report Follow-up Deadline:**

The Task Force or Inspectorate General must follow up on the reporting of alleged violence no later than 3 (three) days after the report is received.

### **2) Follow-up Reporting Steps:** Follow-up on reporting alleged violence consists of:

**a) Material Review:** Identification of victims, witnesses, and reported persons involved in alleged violence; Determination of the form of violence experienced by the victim; Preparation of chronology of alleged violence; A list of documents or evidence, if any; Identify the need for assistance, protection, and/or recovery for victims, witnesses, and/or reporters

**b) Preparation of Examination Follow-up Plan** **This plan includes: examination of the complainant, victim, witness, reported person, and/or expert or companion;** and assistance, protection, and/or recovery for victims and witnesses.

### **3) Follow-up Timeframe:**

Follow-up reporting must be carried out no later than 7 (seven) days from the time the review of the material begins.

### **4) Material Review Results:**

Based on the review of the material, the Task Force or Inspectorate General must prepare the results of the study containing conclusions stating the report:

a) **Constitutes Violence** in accordance with Article 7, or

b) **It is not violence**, but there are allegations of disciplinary violations or ethical violations.

## **Article 17**

### **Follow-up Plan Based on Conclusions**

#### **1) If the report is violent:**

The Task Force or Inspectorate General prepares a follow-up plan for the examination in accordance with Article 54 paragraph (1) letter a.

#### **2) If the report is not violence:**

The Task Force or Inspectorate General provides recommendations to the Leader of Higher Education, the governing body of Higher Education, work units in Ministries, ministries/institutions, or local governments that are authorized to handle disciplinary violations or ethical violations in accordance with Article 54 paragraph (1) letter b.

## **Article 18**

### **Notice of Inspection Follow-up Plan**

#### **1) The Task Force informs the follow-up plan of the investigation to:**

a) College Leaders

- b) Victim or Reporter
- 2) The Inspectorate General notifies the Victim or Complainant of the follow-up plan for the examination.

### **Article 19**

#### **Deadline for Examination**

- 1) The Task Force or Inspectorate General shall conduct an inspection no later than 3 (three) days after the follow-up stage of reporting is completed.
- 2) The examination period is a maximum of 30 (thirty) days from the time the examination begins.
- 3) If the examination is not completed within 30 (thirty) days, the Task Force or the Inspectorate General may extend the examination period for a maximum of 30 (thirty) days.

### **Article 20**

#### **Subject of Examination**

Checks are carried out on:

- 1) Reporter
- 2) Victims
- 3) Witnesses
- 4) Reported
- 5) Other related parties

### **Article 21**

#### **Purpose of Examination**

The examination aims to collect:

- 1) Statements from the complainant, the victim, witnesses, the reported party, and related parties.
- 2) Other necessary evidence.

### **Article 22**

#### **Implementation of Inspection**

The inspection was carried out behind closed doors.

### **Article 23**

#### **Submission of Request for Information**

- 1) The Task Force or Inspectorate General must submit a letter requesting information to the complainant, the victim, witnesses, the reported party, and related parties no later than 3 (three) days before the examination.
- 2) Request for information can be submitted directly or through telecommunication media.

## **Article 24**

### **Reported Absence**

- 1) If the reported person is not present at the first examination without an acceptable reason, the Task Force or the Inspectorate General submits a letter of request for a second statement to be present at the next examination.
- 2) If the reported person is not present at the second examination without an acceptable reason, a third request letter will be submitted.
- 3) If the reported person remains absent after being notified 3 (three) times in a row without an acceptable reason, the Task Force or the Inspectorate General will continue the examination without the presence of the reported person.

## **Article 25**

### **Persons with Disabilities**

If the victim, witness, or reported person is a person with a disability, the Task Force or Inspectorate General must coordinate with the disability service unit organized by the Higher Education Department, ministries/institutions, the community, and/or Higher Education Leaders in the provision of disability assistance and the fulfillment of appropriate accommodation according to the type of disability.

## **Article 26**

### **Minutes of Examination**

- 1) The inspection is outlined in the inspection minutes which contains:
  - a) Full identity checked
  - b) Place and date of inspection
  - c) Description of the alleged violence committed by the reported party
  - d) Existing evidence
  - e) Checker and checked paraphrasing on each page
  - f) The signature of the examiner and the examinee at the end of the minutes
- 2) The description of the alleged violence must contain:
  - a) When violence is committed
  - b) Where violence is committed
  - c) Violence committed
  - d) How violence is carried out
- 3) If the examinee refuses to sign the minutes, the refusal will be recorded at the end of the examination minutes.

## **Article 27**

### **Audit Report**

- 1) The Task Force or Inspectorate General prepares a report on the results of the inspection based on the minutes that have been made. This report contains at least:
  - a) Identity of the reported person
  - b) Alleged form of violence committed
  - c) Violated conditions
  - d) Evidence evidence and analysis
  - e) Summary of the examination
  - f) The form of assistance, protection, and/or recovery that has been given to the victim or witness
  - g) Statement of whether or not the alleged violence is proven

## **Article 28**

### **Termination of Examination**

- 1) Checks can be stopped in the event of:
  - a) The complainant did not provide any information during the investigation
  - b) Reporter retracts report
  - c) The reported deceased
  - d) The reported person was not found
  - e) Insufficient evidence
- 2) The termination of the inspection is outlined in the minutes of the termination, which will be conveyed to:
  - a) College Leaders
  - b) Reported
  - c) Reporter
  - d) Victims
- 3) The Inspectorate General will also submit the minutes of termination to:
  - a) Higher Education Organizing Agency
  - b) Reported
  - c) Reporter
  - d) Victims

## **Article 29 Preparation of Conclusions and Recommendations**

Deadline for Drawing Conclusions and Recommendations:

- 1) The Task Force or Inspectorate General must prepare conclusions and recommendations based on the report on the results of the inspection no later than 3 (three) days after the examination stage is completed.
- 2) The period for the preparation of conclusions and recommendations is a maximum of 7 (seven) days from the beginning of the preparation.
- 3) **Contents of Conclusions and Recommendations:**
  - a) **The conclusion** contains a statement of alleged unproven violence, with follow-up recommendations; or proven allegations of violence, with follow-up recommendations.
  - b) **If the conclusion states that the allegation of violence is not proven**, the recommendation can be in the form of restoration of the reported person's good name; follow-up on the sustainability of education and/or employment services for the reported person; and psychological recovery of the reported.
  - c) **If the Conclusion Stating Alleged Violence is Proven**, the recommendation may be in the form of administrative sanctions to be given; assistance, protection, and/or recovery of the victim or witness; follow-up on the sustainability of educational and/or employment services for the victim; prevention of recurrence, such as attending counseling programs at designated institutions; cancellation of policies containing violence.
  - d) **Counseling Program:** Counseling recommendations at designated institutions are given to perpetrators who receive light and moderate administrative sanctions.

## **Article 30**

### **Considerations in the Preparation of Recommendations for Administrative Sanctions**

- 1) **Mitigating Things:**
  - a) The victim experienced mild physical or psychological impacts.
  - b) The victim is willing to forgive the perpetrator's actions without pressure.
  - c) The perpetrator has paid for the victim's treatment.
  - d) The perpetrator is a campus resident with disabilities.
  - e) The perpetrator is a child in accordance with the provisions of laws and regulations.
- 2) **Aggravating Matters:**
  - a) The victim experienced moderate or severe physical or psychological impacts.
  - b) The victim died.

- c) The perpetrator has committed violence more than 1 time.
- d) The number of victims is more than 1 person.
- e) The victim is a person with a disability or a child.
- f) The perpetrator is a member of the Task Force, Higher Education Leaders, lecturers, or education personnel.

### **Article 31**

#### **Submission of Conclusions and Recommendations**

- 1) The Task Force submits conclusions and recommendations to the Higher Education Leaders no later than 3 (three) days after the conclusions and recommendations are completed.
- 2) The Inspectorate General conveys its conclusions and recommendations to:
  - a) A work unit in the Ministry that handles human resources, if the perpetrator is a Leader of a Higher Education with ASN status.
  - b) The governing body of the Higher Education, if the perpetrator is the Leader of the Higher Education in the governing body of the Higher Education.
- 3) The submission of conclusions and recommendations by the Inspectorate General is carried out no later than 3 (three) days after it is completed.

### **Article 32 Follow-up Conclusions and Recommendations**

Deadline for Follow-up Conclusions and Recommendations:

- 1) The Higher Education Leader must follow up on the conclusions and recommendations by issuing a decision no later than 5 (five) days after receiving the conclusions and recommendations from the Task Force.
- 2) The Higher Education Organizing Body must follow up on the conclusions and recommendations by issuing a decision no later than 5 (five) days after receiving the conclusions and recommendations from the Inspectorate General.
- 3) The issuance of decisions against perpetrators who are Higher Education Leaders with ASN status must be carried out in accordance with the provisions of laws and regulations.

### **Article 33**

#### **Types of Decisions**

- 1) The published results can be in the form of:
  - a) **Allegations of unproven violence** or
  - b) **The allegation of violence was proven**, accompanied by administrative sanctions given.

- 2) If the Alleged Violence Is Not Proven:** The decision must include the restoration of the reported goodwill.
- 3) If the Alleged Violence is Proven:** The decision should include:
- a) Violated Terms.
  - b) Administrative sanctions given.
- 4) Submission of Copy of Decision:** A copy of the decision should be submitted to:
- a) Reported/Perpetrator
  - b) Victim/Reporter
  - c) The official who handles human resources at the university concerned, if the reported person/perpetrator is the Leader of the Higher Education.

## **CHAPTER IV**

### **SANCTIONS**

#### **Article 34**

##### **Types of Administrative Sanctions**

Administrative sanctions consist of:

- 1) Mild administrative sanctions
- 2) Medium-level administrative sanctions
- 3) Severe administrative sanctions

#### **Article 35**

##### **Imposition of Sanctions for Lecturers and Education Personnel (ASN and Non-ASN)**

- 1) Lecturers and Education Personnel of ASN Perpetrators of Violence  
The imposition of administrative sanctions is carried out in accordance with the provisions of laws and regulations.
- 2) Lecturers and Non-ASN Education Personnel Perpetrators of Violence  
The imposition of administrative sanctions is carried out by the Leader of Higher Education.
  - a) Mild administrative sanctions for lecturers and non-ASN education staff: written reprimand and written apology from the perpetrator to the victim.
  - b) Medium-level administrative sanctions for lecturers and non-ASN education staff are a reduction in the level of lecturers' academic positions or a decrease in the level of educational functional positions for 12 months
  - c) Severe administrative sanctions for lecturers and non-ASN education staff:
    - i. Permanent dismissal as a lecturer or education staff
    - ii. Higher education leaders submitted an application for the deactivation of the unique number of educators and education personnel through an information system managed by the Ministry.

#### **Article 36**

##### **Imposition of Sanctions for Students Who Commit Violence**

Imposition of Sanctions for Students Who Commit Violence (carried out by PT leaders):

- 1) Mild administrative sanctions for students who commit violence: a written reprimand and a written apology statement from the perpetrator to the victim.
- 2) Moderate administrative sanctions for students who commit violence:
  - a) Postponement of attending lectures
  - b) Revocation of scholarships.
  - c) Reduction of other rights in accordance with the provisions of laws and regulations

- 3) Severe administrative sanctions for students who commit violence, namely permanent dismissal as a student

### **Article 37**

#### **Imposition of Sanctions for Higher Education Partners**

Imposition of Sanctions for Higher Education Partners Perpetrators of Violence by PT:

- 1) Mild administrative sanctions for Higher Education Partners who commit violence: a written reprimand and a written apology statement from the perpetrator to the victim and the university.
- 2) Medium-level administrative sanctions for perpetrators of violence: temporary suspension of cooperation with universities
- 3) Severe administrative sanctions for Higher Education Partners who commit violence: termination of cooperation with universities

### **Article 38**

#### **Imposition of Sanctions for Leaders of Universities Who Commit Violence**

Imposition of Sanctions for Higher Education Leaders of Perpetrators of Violence"

- 1) Leaders of ASN Higher Education Perpetrators of ViolenceThe imposition of administrative sanctions is carried out in accordance with the provisions of laws and regulations.
- 2) Non-ASN Higher Education Leaders Perpetrators of ViolenceThe imposition of administrative sanctions is carried out by the higher education organizing body.
  - a) Mild administrative sanctions for non-ASN Higher Education Leaders:
    - i. Written reprimands
    - ii. A written apology statement from the perpetrator to the victim
  - b) Medium-level administrative sanctions for non-ASN Higher Education Leaders:
    - i. Reduction in academic position for 12 months
  - c) Severe administrative sanctions for non-ASN Higher Education Leaders:
    - i. Permanent dismissal as a College Leader

### **OBJECTION ATTEMPT**

#### **Article 39**

#### **Submission of Objections**

Submission of objections:

- 1) If the victim or perpetrator thinks the decision given is unfair, they can file an objection.
- 2) Objections can be raised against:

- a) The decision of the Higher Education Leader is the result of the handling of allegations of violence by the Task Force, to the Inspectorate General.
- b) The decision of the higher education governing body which is the result of the handling of allegations of violence by the Inspectorate General, to the Minister.
- 3) Objections must be submitted no later than 14 (fourteen) days after receipt of the decision.

#### **Article 40**

#### **Resolution of Objections**

Resolution of objections:

- 1) The Minister established an objection review team consisting of:
  - a) Inspectorate General
  - b) Work units in the Ministry that carry out affairs in the fields of academic higher education, science, and technology
  - c) Work units in the Ministry that carry out affairs in the field of vocational education
  - d) Work units in the Ministry that carry out tasks in the field of human resources

#### **Article 41**

#### **Stages of Handling Objections**

Stages of Handling Objections:

- 1) **Receipt of the Report:**
  - a) Objections are submitted through the reporting channel provided by the Ministry.
  - b) The Inspectorate General or the Inspectorate of Objections receives the report and provides a receipt of the report.
- 2) **Inspection:**
  - a) The Inspectorate General conducts an examination of the objection materials submitted, including:
    - i. Decisions published by College Leaders
    - ii. Report on the results of the Task Force inspection
    - iii. Related supporting documents.
  - b) The audit is carried out by involving related work units, such as units in the Ministry that handle higher education, vocational, legal, and human resources.
  - c) The Inspectorate General may request information from the complainant, the perpetrator, and other related parties and request relevant documents or evidence.

3) **Preparation of Examination Results:**

- a) The Inspectorate General or the inspection team of objections compiles the results of the examination within a maximum of 7 (seven) days after the examination is completed.
- b) The results of the examination can be in the form of:
  - i. Objection attempts were not accepted
  - ii. Objections accepted
- c) The results of the examination are final and binding.

4) **Determination of Decision:**

- a) The Inspectorate General determines the decision of the audit results no later than 5 (five) days after the results of the examination are completed.
- b) The Minister shall determine the decision of the examination results no later than 5 (five) days after receiving the report of the examination results from the objection examination team.

5) **Follow-up Decision:**

- a) The Inspectorate General or Minister shall submit the results of the examination to the victim or perpetrator, as well as the university or university organizing body concerned.
- b) The Higher Education Leader or the higher education governing body follows up on the decision by making changes to their decision.
- c) The issuance of the amendment decision is carried out no later than 5 (five) days after receiving the decision of the examination results.

**Article 42**

**Audit Results Decisions**

Results of the Examination:

- 1) If the objection is **not accepted**, the decision can be in the form of strengthening the decision of the Higher Education Leader or the decision of the Higher Education organizing body.
- 2) If the objection is **accepted**, the verdict can be:
  - a) Granting of administrative sanctions relief
  - b) Granting additional administrative sanctions

## **CHAPTER V**

### **RESTORATION**

#### **Article 43**

##### **Recovery Services**

Recovery services:

- 1) Higher education provides recovery services to victims or witnesses by using services owned by universities, local governments, communities, ministries/institutions, and/or other related parties.
- 2) Recovery can be carried out as soon as the report is received by the Task Force or the Inspectorate General.

#### **Article 44 Forms of Recovery**

Form of Recovery: Recovery for victims or witnesses includes, but is not limited to:

- 1) Medical measures
- 2) Physical therapy
- 3) Psychological therapy
- 4) Social guidance
- 5) Spiritual guidance

#### **Article 45**

##### **Parties Involved in Recovery**

Recovery can involve a variety of parties, such as:

- 1) Medical personnel
- 2) Health workers
- 3) Counselor
- 4) Psychologist
- 5) Public Figures
- 6) Religious leaders
- 7) Other companions according to the needs of the victim or witness

#### **Article 46**

##### **Recovery Policy**

Recovery Policy: The form of recovery provided will be based on:

- 1) Recommendations that have been prepared by the Task Force or Inspectorate General
- 2) Consent from the victim or witness

## **Article 47**

### **Sustainability During the Recovery Period**

- 1) The College ensures that during the recovery period:
  - a) Victims or witnesses who are students will not lose their study period or be considered study leave.
  - b) Victims or witnesses who have the status of lecturers or education personnel still obtain rights in accordance with the provisions of laws and regulations.
  - c) Victims or witnesses who are students and are experiencing academic lag will receive additional academic guidance from lecturers.

## **RIGHTS OF VICTIMS, WITNESSES, AND REPORTED PERSONS**

### **Article 48**

#### **Rights of Victims and Whistleblowers**

The victim and the complainant have the right to:

- 1) Information related to the stages and developments in handling reports of alleged violence.
- 2) Protection from threats or violence by the reported party and/or other parties.
- 3) Protection from the potential for recurrence of violence.
- 4) Protection of the confidentiality of identity and case information.
- 5) Access educational services.
- 6) Protection from job loss.
- 7) Provision of information about rights and protection facilities.
- 8) Assistance, protection, and/or recovery services as needed.

### **Article 49**

#### **Right of Witnesses**

Witnesses are entitled to:

- 1) Protection of the confidentiality of identity and case information.
- 2) Protection from threats or violence by the reported party and/or other parties.
- 3) Access educational services.
- 4) Protection from job loss.
- 5) Provision of information about rights and protection facilities.
- 6) Assistance, protection, and/or recovery services as needed.

### **Article 50**

#### **Reported Rights**

The Reported Party has the right to:

- 1) Information related to the stages and developments in handling reports of alleged violence.
- 2) Protection of the confidentiality of identity and case information.
- 3) Assistance services, especially if the reported person is a person with a disability or a child.
- 4) Restoration of good name in the event of reports of alleged violence is not proven.

### **Article 51**

#### **Rights for Persons with Disabilities**

In the event that the victim, the complainant, witness, and the reported person are persons with disabilities, the fulfillment of these rights must take into account the variety of their respective disabilities.

### **Article 52**

#### **Assistance and Protection Services**

Universities can use services owned by universities, local governments, ministries/institutions, and/or the community to provide protection to victims, complainants, witnesses, and reported persons as referred to in articles 48, 49, 50.

## **CHAPTER VI**

### **CONCLUSION**

This handbook is designed to provide clear and structured guidance on how colleges can handle violence, from prevention to sanctioning. It is hoped that with this guide, the entire academic community can reduce the risk of violence in the university environment and create a safe and comfortable atmosphere for learning.



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## **Prevention, Reporting, and Handling of Violence in the Campus Environment**

Based on

The Regulation of the Minister of Education, Culture,  
Research, and Technology of the Republic of Indonesia  
Number 55 of 2024 concerning the Prevention and  
Handling of Violence in Higher Education Institutions

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Satuan Tugas Pencegahan dan Penanganan  
Kekerasan di Perguruan Tinggi  
Institut Pendidikan Indonesia  
Garut

