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Original Article

A Socio-Legal Analysis of University Students' Legal Awareness of the Prevention and Reporting of Sexual Violence Crimes Under Law Number 12 of 2022

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Abstract

Sexual violence in higher education remains a serious socio-legal problem because students may face stigma, unequal power relations, limited knowledge of victims' rights, and uncertainty about reporting mechanisms. This study examines university students' post-program legal awareness regarding the prevention and reporting of sexual violence under Law Number 12 of 2022. Using empirical socio-legal research with a descriptive quantitative approach, data were collected from 50 students who participated in the INLEAD Community legal awareness program at Universitas Terbuka Jakarta, supported by structured interviews and document analysis. The questionnaire used a five-point Likert scale and the findings were analyzed descriptively through percentage distributions, while interview data were interpreted thematically. The results show favorable post-program perceptions: 82.5% strongly agreed that the materials were clear and delivered by competent speakers, 90% reported strong understanding of victims' rights and relevant legal provisions, 92% rejected victim-blaming, and 86% expressed willingness to assist victims and use reporting mechanisms. Because the study used a post-intervention-only design without a pre-test or control group, these findings should be interpreted as post-program perceptions rather than evidence of a causal program effect.

Keywords: Higher Education, Law Number 12 of 2022, Legal Awareness, Peer Education, Sexual Violence.

1. Introduction

Sexual violence in higher education is a multidimensional socio-legal problem that affects students' safety, well-being, and continuity of learning. Recent research on Indonesian campuses shows that prevention and handling remain constrained by social stigma, unequal power relations, uneven dissemination of information, limited institutional resources, and difficulties faced by victims in proving cases. Nursyifa et al. (2026), based on case studies in the Greater Jakarta area, emphasize that campus responses require collaboration among academic communities, institutions, government, and other stakeholders. These conditions indicate that the existence of legal rules must be accompanied by students' practical understanding of rights, prevention measures, and reporting channels.

Law Number 12 of 2022 on Sexual Violence Crimes (Law No. 12/2022) establishes a national framework for prevention, handling, protection, and recovery of victims, and recognizes community participation in prevention and recovery. Law No. 12/2022 therefore provides an important normative foundation for protecting victims and creating environments free from sexual violence. In the higher education context, the implementation of this

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framework is complemented by Minister of Education, Culture, Research, and Technology Regulation Number 55 of 2024 concerning Prevention and Handling of Violence in Higher Education, which regulates prevention and handling, task forces, reporting procedures, recovery, and the rights of victims, witnesses, and reported persons. Regulation No. 55 of 2024 replaced Regulation No. 30 of 2021 and has been in force since 14 October 2024.

Empirical studies also show the importance of legal education for strengthening students' understanding. Zurwanty et al. (2024) found that students' knowledge of sexual-violence prevention regulations varied across indicators, indicating that general awareness does not automatically mean adequate understanding of prevention and handling mechanisms. More recently, Belladonna et al. (2026) reported that structured PPKS education integrated into student leadership activities can provide contextual learning about students' rights, obligations, and legal protection mechanisms. Imansari et al. (2026) likewise found that prevention campaigns combining education, digital media, and peer-educator training can strengthen students' knowledge and participation.

Despite the development of the legal framework and educational initiatives, an empirical gap remains in understanding how participants perceive a student-led legal awareness program in the specific context of Universitas Terbuka Jakarta. The present study therefore focuses on the post-program legal awareness of 50 student participants in the INLEAD Community program and examines how the program, peer-based communication, and collaboration with university stakeholders are reflected in students' legal knowledge, attitudes, and intended reporting-related behavior. The study deliberately avoids causal claims because the research design does not include a pre-test or a non-participating control group.

From a socio-legal perspective, the study examines the interaction between law in the books and law in action: Law No. 12/2022 and the higher-education prevention framework provide the normative basis, while students' awareness, attitudes, willingness to report, and institutional practices represent the social dimension. The study is intended to provide an empirically grounded description that can inform more participatory and sustainable legal awareness strategies on campus.

This study addresses four questions. First, how do participants perceive the effectiveness of the INLEAD Community legal awareness program in communicating prevention and reporting information under Law Number 12 of 2022? Second, what is the post-program level of students' legal awareness concerning the substantive provisions of the law, victims' rights, prevention, and reporting mechanisms? Third, how are students' legal attitudes and intended reporting-related behaviors reflected after participation in the program, particularly regarding victim-blaming and support for formal reporting? Fourth, how do collaboration among the INLEAD Community, FHISIP, and the PPKS Task Force contribute to a participatory legal awareness model?

The objective of this study is to describe participants' perceptions of the INLEAD Community legal awareness program, assess their post-program legal awareness concerning prevention and reporting of sexual violence under Law Number 12 of 2022, examine the legal attitudes and intended reporting-related behaviors reflected in the questionnaire, and describe the collaborative role of the INLEAD Community, FHISIP, and the PPKS Task Force in supporting a sustainable campus legal awareness model. These objectives are descriptive and socio-legal in nature and do not seek to establish a causal effect of the program.

Theoretically, this study contributes to socio-legal discussions of legal awareness by connecting the normative framework of Law Number 12 of 2022 and the higher-education prevention framework with students' lived perceptions, attitudes, and intended responses. It also illustrates how legal culture can be examined through student participation and

institutional interaction. Practically, the study provides recommendations for Universitas Terbuka, the INLEAD Community, and the PPKS Task Force regarding accessible legal education, peer-based communication, reporting information, and collaboration. Because the findings are descriptive and post-program only, the recommendations should be understood as program-development inputs rather than proof of causal effectiveness.

2. Literature Review

2.1. Theoretical Framework

Legal awareness in this study is understood as a combination of legal knowledge, legal understanding, legal attitudes, and legal behavior. These dimensions are used as analytical indicators to examine how students recognize legal norms, understand their rights and obligations, develop attitudes toward prevention and victim protection, and express intended behavior in relation to reporting. The framework is consistent with the classical conception of legal awareness associated with Soekanto (1982).

In higher education, legal awareness is particularly important because formal rules must be understood and translated into everyday institutional behavior. Recent research shows that students may possess general knowledge about sexual violence while still having gaps in understanding prevention and handling mechanisms (Zurwanty et al., 2024). Accordingly, legal education should not be limited to transmitting statutory information but should also explain rights, reporting pathways, victim protection, and the responsibilities of campus actors (Andriana & Purba, 2025; Nursyifa et al., 2026; Uttami et al., 2024).

Student-led and peer-based education can support this process by creating a more accessible communication environment. Belladonna et al. (2026) found that contextual PPKS education integrated into student leadership activities can strengthen preventive legal awareness, while Imansari et al. (2026) demonstrated the usefulness of combining education, digital campaigns, and peer-educator training. In this study, the peer approach is therefore treated as a program characteristic that may shape participants' perceptions of accessibility and engagement, not as a proven causal mechanism (Bouchard et al., 2023; Lee & Wong, 2024).

The study also uses Lawrence M. Friedman's Legal Culture Theory as a socio-legal lens. Legal culture concerns the values, attitudes, and expectations that influence how people respond to law. In this research, students' understanding of Law Number 12 of 2022, rejection of victim-blaming, willingness to support victims, and familiarity with reporting mechanisms are treated as manifestations of legal culture. The analysis therefore connects legal substance and institutional structures with students' social responses (Burghardt & Steinl, 2021; Widyawati et al., 2021).

2.2. Law Number 12 of 2022 on Sexual Violence Crimes

Law Number 12 of 2022 on Sexual Violence Crimes provides the national legal framework for preventing sexual violence, handling cases, protecting and recovering victims, and involving society in prevention and recovery. The law is relevant to higher education because students need to understand both substantive rights and the available mechanisms for obtaining protection and reporting incidents (Santoso & Satria, 2023).

For higher education institutions, the current regulatory framework is also shaped by Minister of Education, Culture, Research, and Technology Regulation Number 55 of 2024 on Prevention and Handling of Violence in Higher Education. The regulation addresses prevention and handling, task forces, reporting procedures, recovery, rights of victims and

witnesses, data management, and funding, and it replaced Regulation Number 30 of 2021. This updated regulatory context is important when assessing contemporary campus legal awareness (Prihatna et al., 2025; Rahmasari et al., 2023).

2.3. The Role of Student Organizations in Enhancing Legal Awareness

Student organizations can function as accessible intermediaries between formal institutional policy and students' everyday social environment. Through seminars, campaigns, discussions, and peer education, they can translate legal information into language and formats that are easier for students to engage with. Belladonna et al. (2026) provide a recent example of PPKS education embedded in student leadership activities, while Imansari et al. (2026) show how student-oriented campaigns can combine digital communication and peer educators (Attala & Nurhaeni, 2024; Hermawati et al., 2023; Nalle & Arianto, 2024; Said et al., 2025; Yusran & Setiawati, 2023).

The socio-legal value of student organizations lies not only in information dissemination but also in their capacity to support legal culture. When students discuss sensitive issues in peer settings, they may become more familiar with formal reporting channels and more willing to reject victim-blaming. Nevertheless, the present study treats these outcomes as participants' reported perceptions and intended behaviors rather than direct evidence that the program caused behavioral change (Bouchard et al., 2023; Sidarta & Yudiantara, 2025).

2.4. Previous Studies

Previous research provides three relevant strands for this study. First, Zurwanty et al. (2024) documented variation in students' understanding of sexual-violence prevention regulations, demonstrating the need for clearer and more comprehensive legal education. Second, Pusdikawati and Jamaludin (2023) highlighted continuing challenges in law enforcement and reporting, including limited awareness of victims' rights, fear or shame in reporting, and possible intimidation. Third, Nursyifa et al. (2026) identified uneven socialization, institutional resource limitations, power relations, and difficulties in proving cases as continuing campus-level challenges. Recent educational evidence from Belladonna et al. (2026) and Imansari et al. (2026) further indicates that contextual and peer-oriented education can strengthen preventive awareness (Ardinata et al., 2025; Kurniaty et al., 2024; Pusdikawati & Jamaludin, 2023).

The present study differs from those studies by focusing on the post-program perceptions of 50 participants in a student-led legal awareness program at Universitas Terbuka Jakarta and by combining questionnaire findings with interviews involving university stakeholders. Its contribution is therefore descriptive and socio-legal: it illustrates how formal legal norms are understood and discussed in an institutional setting, while explicitly recognizing that a post-intervention-only design cannot establish a causal program effect (Belladonna et al., 2026; Imansari et al., 2026).

2.5. Conceptual Framework

The conceptual framework links three elements: the normative framework of Law Number 12 of 2022 and Regulation Number 55 of 2024; the implementation context represented by the INLEAD Community, FHISIP, and the PPKS Task Force; and students' post-program legal awareness reflected in knowledge, understanding, attitudes, and intended reporting-related behavior. The framework is used to organize descriptive analysis and socio-legal interpretation rather than to claim a statistically established causal relationship.

3. Methods

This study employs empirical socio-legal research with a descriptive quantitative approach supported by structured qualitative interviews and document analysis. The socio-legal perspective examines the relationship between the normative framework on sexual violence and its operation in students' social and institutional context. The questionnaire provides a descriptive picture of post-program legal awareness, while interviews and documents provide contextual evidence about program implementation and institutional support.

3.1. Research Design and Approach

The research uses a post-program descriptive survey design. The unit of analysis is the student participant, and the analysis focuses on participants' perceptions of the legal awareness program and their reported legal awareness after participation. Because the study does not include a pre-test, a non-participating control group, or longitudinal follow-up, it does not estimate a causal effect of the program.

3.2. Research Site and Participants

This study was conducted at Universitas Terbuka Jakarta. The research participants consisted of university students who had taken part in the legal awareness program on the prevention and reporting of sexual violence organized by the INLEAD Community, were actively enrolled as university students, and had voluntarily agreed to participate as research respondents.

The study involved 50 student respondents who participated in the INLEAD Community legal awareness program at Universitas Terbuka Jakarta. Participants were eligible if they were actively enrolled students, had participated in the relevant program, and voluntarily agreed to participate in the survey. Purposive sampling was used because respondents were selected based on these substantive eligibility criteria. Slovin's formula was not used because the study did not employ probability sampling; the final sample consisted of the 50 respondents who met the criteria and provided usable responses.

3.3. Research Variables

3.3.1. Program Evaluation Indicators

The questionnaire assessed participants' perceptions of the legal awareness program through several indicators, namely the clarity of information delivery, the relevance and comprehensibility of educational materials, the credibility and competence of speakers, the consistency and intensity of the awareness activities, student participation and interactivity, and the communication media and educational platforms used.

3.3.2. Students' Post-Program Legal Awareness Indicators

Students' legal awareness was assessed descriptively using several indicators, namely knowledge of the substantive provisions of Law Number 12 of 2022, understanding of victims' rights and reporting procedures, attitudes toward prevention and rejection of victim-blaming, and willingness and intended behavior to assist victims and use available reporting mechanisms.

3.4. Data Collection Techniques

Data were collected through a structured questionnaire using a five-point Likert scale, structured interviews with relevant university stakeholders, and document analysis. The questionnaire measured participants' perceptions of program delivery and their post-program

legal awareness. Interviews were used to contextualize the implementation of the program, the role of the faculty and PPKS Task Force, and institutional reporting support. Documents included activity reports, promotional materials, social media publications, and other relevant program records.

3.5. Data Analysis Techniques

Questionnaire responses were analyzed using descriptive statistics, primarily frequency and percentage distributions for each indicator. Interview data were organized thematically to identify recurring themes concerning peer education, institutional support, reporting mechanisms, and legal culture. The analysis intentionally does not report Pearson correlation, simple linear regression, Cronbach's alpha, or formal hypothesis testing because the available study design and reported dataset do not provide the basis for a causal X→Y inference. This methodological adjustment directly addresses the post-intervention-only design and avoids overstating the findings.

4. Results and Discussion

4.1. Participants' Perceptions of the INLEAD Community Legal Awareness Program

The post-program questionnaire indicates favorable participant perceptions of the INLEAD Community legal awareness activities. All 50 respondents reported that they had received information related to the prevention of sexual violence, meaning that the respondents had direct exposure to the topic addressed by the program. Because the survey was administered only after participation and did not include a pre-test or comparison group, the findings describe participants' perceptions and post-program awareness rather than a measured improvement attributable to the program.

Regarding the delivery of educational materials, 82.5% of respondents strongly agreed that the materials were clear, systematic, and easy to understand and that the speakers demonstrated adequate competence concerning Law Number 12 of 2022. A further 12.5% agreed, while 5% selected a neutral response. These results indicate a strongly favorable perception of the clarity and credibility of the program among the surveyed participants.

The peer-to-peer approach was also viewed positively: approximately 78% of respondents considered the approach effective or highly effective in creating an open, interactive, and participatory learning environment. This finding is consistent with recent evidence that contextual PPKS education and student-oriented campaigns can support preventive legal awareness (Belladonna et al., 2026; Imansari et al., 2026). However, the present study does not establish that the peer approach caused the reported awareness because no pre-program measure was available.

The interview with the Student Affairs Manager further contextualized the questionnaire results. The interviewee described student organizations as strategic partners in developing legal culture and emphasized that peer communication can make sensitive discussions more accessible. From a socio-legal perspective, this illustrates the role of student organizations as an intermediary between formal legal norms and students' everyday social environment. Similar concerns about the need for stronger and more even socialization have been identified in recent research on Indonesian campuses (Nursyifa et al., 2026).

4.2. Students' Post-Program Legal Awareness

Students' post-program legal awareness was described through four dimensions: legal knowledge, legal understanding, legal attitudes, and intended legal behavior. The results show generally favorable responses across these dimensions. These findings should be interpreted as the level of awareness reported by the 50 participants after program participation, not as evidence that their awareness increased because of the program.

Regarding legal knowledge and understanding, 90% of respondents reported strong understanding of relevant provisions of Law Number 12 of 2022, including forms of sexual violence, victims' rights, and the importance of confidentiality. The result is relevant to previous research showing that students may have good general knowledge while still experiencing gaps in specific aspects of prevention and handling, underscoring the importance of comprehensive legal education (Zurwanty et al., 2024).

In terms of legal attitudes, 92% of respondents strongly agreed that victim-blaming should be rejected and expressed support for a safe campus environment. Regarding intended legal behavior, 86% indicated willingness to assist victims, direct them to available reporting mechanisms, and act as witnesses when necessary. These figures indicate favorable post-program attitudes and intentions among respondents, but they should not be interpreted as observed behavioral change because the study did not measure actual reporting behavior or follow participants over time.

The findings therefore suggest that the participants possessed a relatively strong level of reported legal awareness at the time of the survey. They also demonstrate the value of examining both law in the books and law in action: students were asked not only about legal provisions but also about victim protection, reporting, and their intended responses. This socio-legal framing is important because research on higher education has identified fear, shame, power relations, and institutional barriers as factors that can affect reporting and legal response (Nursyifa et al., 2026; Pusdikawati & Jamaludin, 2023).

4.3. Legal Culture Indicators among Students

The questionnaire also included statements concerning students' preferred responses to sexual violence cases. Eighty-four percent (84%) of respondents rejected resolving sexual violence cases through informal family-based settlements, while 90% rejected the view that victims should be held responsible for the violence they experienced. These responses indicate a generally formal, victim-protective orientation among the participants. Because there was no baseline measurement, however, the study cannot conclude that these attitudes increased as a result of the program.

The interview with the Secretary of the PPKS Task Force provided institutional context for these findings. The interviewee explained that the university's reporting system emphasizes confidentiality, psychological support, legal assistance, and protection from secondary victimization. The interview also identified a continuing operational challenge: ensuring that reporting procedures and administrative information are communicated consistently across the university's distance-learning units. This finding is consistent with recent research emphasizing uneven socialization and institutional capacity as continuing challenges in campus responses to sexual violence (Nursyifa et al., 2026).

Taken together, the questionnaire and interview findings indicate a supportive legal culture among the surveyed participants, particularly in rejecting victim-blaming and informal resolution of serious cases. The evidence is strongest for reported perceptions, attitudes, and intended responses; it should not be generalized to actual reporting rates or treated as proof of a program-induced behavioral transformation.

4.4. Synergy among the INLEAD Community, FHISIP, and the PPKS Task Force

The interview findings indicate that the legal awareness activities were situated within a broader institutional environment involving the INLEAD Community, the Faculty of Law, Social and Political Sciences (FHISIP), and the PPKS Task Force. FHISIP described the integration of legal and ethical values into learning activities, while the PPKS Task Force emphasized the availability of reporting and victim-support mechanisms. This institutional context is important because current higher-education regulation requires prevention and handling mechanisms, task forces, reporting procedures, recovery, and protection of rights.

The INLEAD Community functioned as the student-led organizer and used a peer-to-peer communication model. The interviews suggest that this model helped create a more approachable environment for discussing sensitive issues. The combination of student-led communication, faculty-based learning, and formal institutional mechanisms illustrates a socio-legal model in which legal awareness is not produced by one actor alone but through interaction between legal norms, institutional structures, and student culture.

The collaboration therefore appears to be an important contextual feature of the program. However, the evidence supports a description of institutional synergy rather than a statistical test of its independent contribution. The study consequently treats collaboration as a qualitative finding that helps explain the setting in which students' reported legal awareness was formed and expressed.

4.5. Study Limitations

This study has several limitations that should be considered when interpreting the findings. First, the survey used a post-intervention-only design, so there is no pre-program baseline against which changes in awareness can be measured. Second, there was no control or comparison group, meaning that alternative explanations for the reported awareness cannot be ruled out. Third, the sample consisted of 50 purposively selected participants from one university context, limiting generalizability. Fourth, the questionnaire measured self-reported attitudes and intended behavior rather than verified reporting behavior. Finally, the study does not report inferential tests of causal relationships; therefore, the findings should be interpreted as descriptive evidence and socio-legal contextual analysis.

5. Conclusion

Based on the post-program questionnaire and supporting interviews, the study concludes that the 50 surveyed participants reported generally favorable perceptions of the INLEAD Community legal awareness activities and relatively strong legal awareness concerning prevention, victims' rights, victim protection, and reporting mechanisms under Law Number 12 of 2022. The findings should be interpreted descriptively because the study used a post-program-only design without a pre-test or control group.

Participants gave favorable evaluations of the clarity and credibility of the legal awareness materials, with 82.5% strongly agreeing that the information was clear and understandable, while the peer-to-peer approach was viewed positively by approximately 78% of respondents. The reported level of post-program legal awareness was generally high, with 90% reporting strong understanding of relevant legal provisions and victims' rights, 92% rejecting victim-blaming, and 86% expressing willingness to assist victims and use available reporting mechanisms. The legal-culture indicators were also favorable, as 84% rejected informal family-based settlement of sexual violence cases and 90% rejected blaming victims; these results describe current participant attitudes and cannot be interpreted as measured

increases caused by the program. Interviews further indicate that collaboration among the INLEAD Community, FHISIP, and the PPKS Task Force provides a supportive institutional context for legal awareness through student-led education, curriculum integration, reporting mechanisms, and victim support, and this evidence supports a contextual socio-legal finding rather than a statistically tested causal effect.

Based on the findings and limitations, several recommendations are proposed. For the INLEAD Community, legal awareness activities should be conducted continuously using accessible digital media, case-based discussion, and peer education, and future program evaluations should add a pre-test and post-test so that changes in knowledge and attitudes can be measured more rigorously. For Universitas Terbuka and the PPKS Task Force, collaboration with student organizations should be strengthened through regular legal education, consistent dissemination of reporting procedures, accessible reporting channels, and victim-centered support services in line with the current higher-education regulatory framework.

For students, active participation should be encouraged in creating a safe campus environment by learning the available reporting mechanisms, rejecting victim-blaming, supporting victims appropriately, and seeking assistance through formal channels when necessary. Finally, for future researchers, the study should be replicated across several higher education institutions with larger samples and, where feasible, a pre-test/post-test or quasi-experimental design with a comparison group, as such designs would permit stronger conclusions about changes associated with legal awareness programs.

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