Student's Social Support for Victims of Sexual Violence

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Abstract: News about case of sexual violence that occur in the community is increasingly popping up in various settings even in educational institutions. Students as agents of change are expected to be able to take steps by providing adequate support or information when hearing stories from victims of sexual violence in the community. But in fact, adequate support isn't easy to be given. This study aims to see the description of the social support that students have given to victims of sexual violence. This study is a qualitative descriptive study in which data collection was carried out by distributing an open-ended questionnaire. Research respondents are students who have heard direct stories from victims of sexual violence and were collected by purposive sampling. Data were analysed using thematic analysis. The results of this study describe the process of social support given, namely: 1. psychological response after hearing the story that consists of emotion and behaviour response; 2. types of social support; 3. contradiction between psychological response and type of social support given that make indication of unsupportive social support. The results of this study can be used as a recommendation to provide interventions for students in an effort to support victims who are dealing with sexual violence in the community.

1   INTRODUCTION

The Ministry of Women's Empowerment and Child Protection (KPPPA) recorded 8,800 cases of sexual violence occurring from January to November 2021. Not only that, Komnas Perempuan also noted that there were 4,500 complaints related to sexual violence that were received in the period January to October 2021. The prevalence of violence against women of this type this sexual violence increased by 5.2 percent in 2021 (CNN Indonesia, 2021). Sexual violence is any form of action whether spoken or deed committed by a person or more than 1 person to intimidate, control, coerce and/or manipulate others to engage in unwanted or unwanted sexual activity (Lestari et. al., 2021). This is in line with Sbraga and O'Donohue (2000) who explain that sexual harassment can be described as behavior that ranges from sexist jokes to acts of rape so that it can be concluded that sexual harassment is a physical, verbal or non-verbal action that targets the sexuality of the victim, which has a range of actions, from ridicule with sexist nuances to rape.

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Cases of sexual violence have occurred in various places that have so far been considered safe, such as schools, universities and Islamic boarding schools (CNN Indonesia, 2021). This is supported by a survey conducted by the Ministry of Education, Culture, Research and Technology (Kemendikud Ristek) in 2019 which showed campuses ranked third as locations for acts of sexual violence (15%), after roads (33%) and public transportation (19%). In 2020, a survey conducted by the Directorate General of Higher Education, Ministry of Education and Culture showed that around 77 percent of lecturers admitted that there was sexual violence on campus. As many as 63 percent of the victims did not report their cases to the university administration. Most victims of sexual violence are women (Achdami, 2021).

The rise of cases of sexual harassment that occurred on campus is certainly a separate note on the list of homework that must be completed by the relevant institution. Moreover, these cases usually only become a temporary highlight and then disappear somewhere. In fact, the impact that victims receive as a result of harassment can be serious. For students, victims can cancel lectures, change

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academic plans, or even stop studying (Artaria, 2012 in Jannah, 2021). Nikmatullah (2020) in his research explains that sexual violence has profound physical, psychological, social and educational impacts on victims. From a physical perspective, the victim experienced hair loss and decreased health due to decreased appetite, sleeplessness, digestive problems, and problems with eating habits. Psychologically, victims experience various kinds of psychiatric symptoms from mild to severe such as depression, depression, resentment, trauma to the desire to commit suicide, especially if the victim is blamed by those around him. Social impact, the victim becomes the object of public discussion, is made the subject of gossip, is insulted, accused of clothing, lifestyle and personal life, and is even said to be a mistress of a lecturer. The victim was then shunned by his friends and family so that the victim lost his good name and lost the trust of his surroundings. Finally, sexual violence affects the victim's education such as decreased academic ability, often skipping lectures, victims change academic plans and even drop out of college. Victims feel helpless due to trauma and face stigma from the environment because they are considered to have committed a disgraceful and embarrassing act. Besides that, the victim also received threats from the perpetrator if he reported or told other people about the incident and received intimidation from the campus.

According to research conducted by Izzaturrohmah & Khaerani (2018) there were negative impacts experienced by victims of sexual harassment, namely depression, sadness, feeling dirty, fear, low self-confidence, difficulty controlling emotions, fear of marriage, depression, depression, and disgust with himself. The impact of affection on victims of sexual harassment is feeling uncomfortable, angry, annoyed, blaming themselves, feeling that someone has been taken away, and low self-esteem. According to Campbell, Dworkin & Cabral (2009) in Nani (2021) explains the impact felt by women victims of acts of sexual violence, namely they tend to easily experience post-traumatic stress disorder, depression, suicide, and get involved in drug use.

Victims of sexual violence need support and treatment that is fast and appropriate to reduce the worse impacts both physically and psychosocially in the future. Social support can assist the process of individual self-regulation and prevent extreme responses related to mental dysfunction in the form of communicating what the individual needs, providing rewards, and a source of coping or stress management (Cohen, Underwood, & Gottlieb, 2000). Based on

research conducted by Nazmi (2017), a lack of social support can cause victims of sexual violence to experience feelings of loneliness, especially those that are not obtained from their immediate family. The feeling of loneliness that is faced by one of the subjects is caused by a feeling of being unwanted or expected by the people around him. When the subject expects a place to tell stories and complain, the subject does not find a suitable place, which means that the subject has not found the support that suits their needs.

Social support is how individuals help other individuals through social relationships in order to reduce the impact of pressure on certain problems so as to achieve welfare (Goldsmith, 2004). Social support has several functions, namely emotional support, instrumental support, informational support, companionship support, and validation (Cohen, Underwood, & Gottlieb, 2000). Forms of support can be provided by anyone such as family, friends, the general public, and students are no exception.

Students as learners are expected to have a certain impact on society. If it is associated with developmental stages, the age of students is in the age range of the transition period from adolescence to early adulthood, namely from 18-25 years. In this stage of development, individuals begin to be active in exploring identity in terms of education, career, and love, developing independence, and the process of transforming from previous experiences (Santrock, 2019).

Social support is not just about giving support immediately, but about how the process of communicating support is appropriate. Some of the support given to individuals can help, but there is also support that cannot help individuals overcome pressing problems or known as unsupportive social support (Goldsmith, 2004; Cohen J., 2011). Support that is less than helpful such as asking about the severity of a certain event, wanting to help with recovery by providing references to other people's positive experiences, not listening attentively, making rude or insensitive comments, advising, and so on. Based on existing reference searches, there has not been much research related to social support from the point of view of those who provide support. More research on social support is perceived by individuals who are given support. One of Adikaram's research actually looks at two perceptions, namely how social support is given and received to individuals who have experienced sexual violence in the workplace (Adikaram, 2015). Based on the explanation above, the recent issue of sexual violence, especially in educational settings, needs to get more attention from

all parties. Support from the government regarding sexual violence has been provided through regulations. Communities, especially students, can be involved in efforts to prevent and handle after an incident by at least being able to provide social support. The purpose of the study was to find out what kind of social support was given by students to victims and whether the support provided was adequate. This research can become a supporting reference for providing appropriate psychoeducation for students related to handling sexual violence and later can also disseminate it to the wider community.

2   METHOD

This research is included in the qualitative descriptive research. The population in this study were all students who had heard stories from victims of sexual violence who were active students in Bali. Subjects or respondents in the study were taken by purposive sampling method where the researcher required certain criteria or characteristics for the subjects involved in accordance with the research objectives. The characteristics of the respondents who were the subjects of the study included: 1. They were active students at a university in Bali; 2. Age 18-25 years, 3. Have heard of cases of sexual violence from victims or survivors directly. The number of respondents involved in this study amounted to 21 people.

Research data was obtained by distributing questionnaires consisting of open-ended questions to explore the description related to the social support provided. The questionnaire consists of three parts, namely: 1. Demographic data consisting of initials, age, gender, as well as organizational activities that are followed; 2. Questions about forms of sexual violence, open questions related to stories of violence experienced by victims or survivors who told the respondent, the respondent's response after hearing the story, and the support provided; 3. Self-assessment regarding understanding of initial treatment for victims or survivors of sexual violence.

Data collection in this study took place from January 26, 2022 to February, 2022. Researchers distributed questionnaires online, namely in the form of a Google form due to the Covid-19 condition. Questionnaires were distributed through broadcast messages on various social media. Respondents who meet the research criteria listed in the broadcast message can directly fill out the questionnaire by clicking on the provided link.

Data collected through questionnaires were analyzed using thematic analysis or thematic analysis with the following steps: 1. Researchers read the research results as a whole; 2. Make open coding; 3. Make a categorization of coding results; 4. Combining categories into a theme.

3   RESULT

Respondents who responded were 23 college students, but 17 people met the criteria to be involved in this study. The characteristics of the research respondents can be seen in table 1 below.

Table 1. Characteristics of Respondents.

Characteristics	Total	Percentage
Age		
18 Years	2	11.76%
19 Years	4	23.53%
20 Years	4	23.53%
21 Years	7	41.18%
Gender		
Male	3	17.65%
Female	14	82.35%
Organization Participated		
Not Joining Organization	3	17,65%
BEM Universitas	2	11,76%
DPM Universitas	1	5,88%
DPM Fakultas	1	5,88%
Others Organization in Faculty	1	5,88%
Student Association	1	5,88%
Others Organization	8	47,06%

Based on table 1, the majority of students involved in this study were 21 years old with a total of 7 people which indicated a percentage of 41.18% of the total. The students involved were more women than men with a total of 14 people (82.35%). Most of the respondents participated in organizational activities both inside and outside the campus.

The result of this study consists of three main themes, namely psychological response after hearing the story, types of social support, and contradiction between psychological response and type of social support that can be seen in picture 1. below.
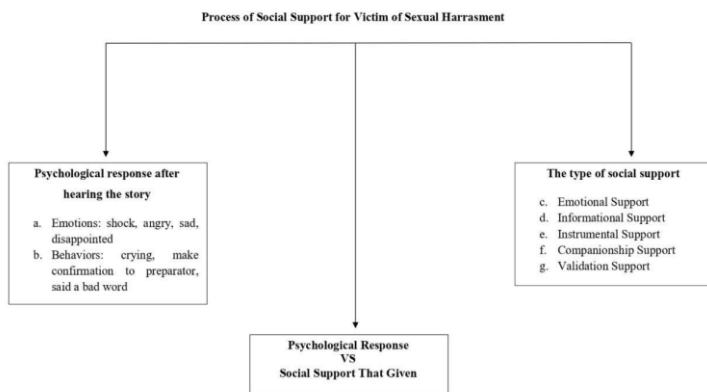
Figure1: The process of student's social support given.

First, the results of this research describe psychological responses after hearing the story with emotional responses and behaviour responses. Emotional responses are everything that students feel after hearing the direct story from the victim. The feelings consist of anger (angry to perpetrator, angry to victim and self, disgusting, sad, disappointed to the victim because they don't want to report the incident. Behaviour responses are everything that students do after hearing the direct story like crying, making a bad word for the perpetrator in front of the victims, making clarification to the perpetrator that is known by the student.

Second results of this study describe types of social support given as emotional support, informational support, instrumental support, companionship support and validation. Emotional support given by letting the victim express her emotion. Students try to be a good listener in order to calm the victim. It can consist of letting the victim cry, calming the victim, being a good listener, providing encouragement and support through words, and calming the victim. Instrumental support given by giving the victim something calming like water when crying, giving playlist music that can support victim condition Emotional and instrumental support can be shown by responses below.

"Be a good listener, both the first time my friend tells a story and when my friend comes back to remember the incident. Entertaining him, since our passions are similar, it is not difficult for me to entertain him. Letting him cry, I give him my favorite playlist when he feels like crying, it's true in fact crying can reduce the pressure someone feels."

"Be a listener for him, provide emotional support Also entertain Him to distract from the incident."

Informational support shown by giving information to the victim consistently advised the victim, advised the victim to consider reporting the incident, and provide information on what she should do next. One of the responses of the respondent showed below.

"Providing information on what he should do next so as not to be careless and misstep, provide moral support and anything I can help."

Instrumental support is shown by giving the concrete help for filling the needs of victims, like giving the water, the music playlist that supports the feeling, seeking for counselling assistance, escorting the issue by report to campus/academic parties. Companionship support given by accompanying the victim or taking the victim out for a walk, always supporting the victim. One of the responses that consist of companionship support showed below.

"Give encouragement and take her for a walk."

"I always support him, after he tells me I always make sure he's in good condition because our house is really close."

Validation support given by making sure that victim is not blaming themself clarification from the perpetrator.can be shown in this response.

"Provide support if the victim wants to report, reassure the victim that the harassment is not the fault of the victim."

Third, the results of this study describe a contradiction of student's psychological responses and the type of social support. In the process of giving social support, there were contrasting conditions between student psychological responses after hearing the story and the type of social support that was given. When giving emotional support, namely giving a calming word in order to make the victim more calm, students also said bad words or cursed the perpetrator in front of the victim. The other contradiction is when trying to give emotional support to the victim, the student also feels angry at the victim because she didn't report the case, even to the parent.

4   DISCUSSION

The type of social support given to victims in this study refer to function of social support revealed by

Cohen, Underwood, and Gottlieb (2000), namely as emotional support, instrumental support, informational support, companionship support, and validation (Cohen, Underwood, & Gottlieb, 2000). Emotional support is provided by providing opportunities for individuals to express their feelings and pay attention. Instrumental support is support in the form of materials or things that are practical in nature such as helping to fix certain things, helping deliver them to health care facilities, and so on. Informational support in the form of providing information that is in accordance with what is needed by certain individuals such as providing alternative solutions to problems, suggesting to see experts, and others. Companionship support is providing support by accompanying or accompanying individuals who are experiencing problems in carrying out activities such as sports activities, and others. Providing validation means providing information related to the prevalence of problems, normative considerations related to problems.

Goldsmith (2004) showed that enacted social supports are the things people say and do for one another. The helpful enacted social support given will be evaluated by the recipient. It can be a coping for stress that improves well being. Social support have a positive relationship to psychological well-being of sexual abuse victim (Hardjo & Novita, 2015). The higher social support that is perceived by the victim, the higher well being that is achieved.

In the process of giving support, there was a contrast between psychological response and type of social support given. In the process of giving social support, there were contrasting conditions between student psychological responses after hearing the story and the type of social support that was given. This condition can be explained as unsupportive social support (Goldsmith, 2004; Cohen J., 2011), because it includes making rude or insensitive comments to the victims. Other forms of unsupportiveness are wanting to help with recovery by providing references to other people's positive experiences, not listening attentively, making rude or insensitive comments, advising, and so on. Unsupportive social support can worsen the victim's condition.

World Health Organization (2013) revealed a manual how to care woman subjected to intimate partner violence or sexual violence. First line support, we can provide care to a woman's emotional, physical, safety, without disturbing their privacy. One of the strategies is listening to the victim with empathy without judging. In empathic listening, one of strategies is nonverbal communication namely maintaining eye contact, standing, open body gesture. When empathic listening is well delivered, the recipient will feel better understood and validated. Beside, time, attention, and energy that is given by the listener make an implicit worth feeling in the recipient (Floyd, 2014).

5 CONCLUSION

Psychological response of students after hearing the story can be formed as emotional response and behavior. The type of social support that is given by college students to the victim are emotional, instrumental, informational, companionship, and validation. . In the process of giving support, there was a contrast between psychological response and type of social support given. This condition can be a recommendation to provide intervention for students in an effort to support victims for dealing with impact of sexual violence. Intervention can be formed as psychoeducation or training that emphasizes psychological first aid, active or empathic listening for student university.

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