Institutional isomorphism in policies on sexual violence prevention and management in Indonesian universities

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Indonesia's policy on preventing and responding to sexual abuse in universities is a difficult and confusing policy that attracts national and international attention, both inside and outside the universities. As university environment evolves, the requirement to comply with these regulations encourages institutions to confront sexual assault directly. This study explores the effects of university policy negotiation mechanisms for the prevention of sexual violence. The regulations of 15 Indonesian universities were examined to identify their policies on sexual violence. Findings show that the universities establish process adherence, formulate agendas, enable dynamics, address power imbalances, and take decisive action. This study enables institutional change at the intersection of policy, cultural, and social problems vital to universities by analysing the outcomes of policy negotiation. This study adds to the growing body of evidence that universities are altering organisational life, and show that universities in this study demonstrate policy-negotiation skills in this area.

Background

Universities are in a complex and constantly changing policy environment. There are various rules and arrangements in almost all aspects (Braunerhjelm, 2007; Czerniewicz & Brown, 2009; Duke, 1997). The obligations assigned to universities are often ambiguous, which creates tension and uncertainty in universities (DeVeauuse et al., 1999). Therefore, universities are often found to take minimal steps to fulfil their obligations under various policy arrangements. This often makes a symbolic illusion of compliance without any substantive impact of a policy being implemented (Suparno, 2017). In this situation, the alignment of policies, procedures, and programs is carried out to fulfill their minimal responsibilities, and universities often use mimicry strategies and normative practices (Bayanova et al., 2019; Carey, 2018). Interventions in various ways are often taken as standards that are mandated, although universities may encounter difficulty in understanding and striving to be compliant (Yusnaini et al., 2022).

Universities have the power to build compliance and moderate the effect of compliance on regulations (Kyobe, 2010; North-Samardzic & Gregson, 2011), and there is little evidence that the policy negotiation process within the university's environment affects organisational and policy settings. In this context, there is little empirical research regarding the outcomes of internal negotiation processes, external legal pressures, and public pressure. By examining the results of the negotiation of decisions derived from regulations at a higher level, this study is expected to be able to contribute to an understanding of the dynamics of social, organisational, and legal influence in universities. In today's era, where compliance determines many things and on the other hand limits institutional autonomy and supervision and often limits academic freedom, this kind of

knowledge is important for the governance and development of a university's values (McGovern, 2016).

One of the complex and ambiguous policies that attract national and international attention both inside and outside the university is the policy on preventing and handling sexual violence at universities in Indonesia through Regulation of the Minister of Education, Culture, Research, and Technology Number 30 of 2021 (*Permendikbudristek 30*) (Purwanti et al., 2023) which requires each university to make rules and carry out a series of arrangements at the university level. This policy leaves universities' leaders confused, constrained, and beleaguered by increasingly stringent scrutiny from the government as well as the public. Universities' responses vary; while a small proportion rejected the ideology in *Permendikburistek 30*, others accepted, drafted, and issued derivative regulations. For those who have issued regulations for the prevention and handling of sexual violence in several Indonesian universities, there is a series of structural transformations that have just begun. A small number of universities in Indonesia have initiated this kind of regulation long before *Permendikbudristek 30* was made. A series of efforts to align policies, procedures, and programs may be carried out to promote compliance (Phipps & Smith, 2012; Pomerleau, 2012). However, uncertainty about this policy remains (Kayuni, 2009).

There is a dynamic process in the construction of policies on the prevention and handling of sexual violence at universities. There is little understanding of the results of efforts to align education missions with the implementation of policies for preventing and handling sexual violence as a requirement imposed on universities. Regulatory consolidation may bring confusion and raise concerns over a university's responses and institutional values in poorly defined university environments (McNair et al., 2018; Weiss & Lasky, 2017). This study considers the results of a process in which policies for the prevention and handling of sexual violence are negotiated through a series of actions resulting from arrangements at the institutional level. Moving on from the policy negotiation process, this study seeks to provide more adequate knowledge by investigating the outcomes of policy negotiations because universities are required to investigate and prosecute crimes of sexual violence which often ignore the line between risk mitigation and educational missions (Miller, 2021).

Responding to *Permendikbudristek 30*, university leaders and administrators are trying to adjust the day-to-day demands to reduce the problem of sexual violations in universities whilst at the same time, the public wants transparency in these processes. This study examines the results of the university's institutional decision-making on *Permendikbudristek 30* in dealing with sexual violence at the university level. With the dynamics of change in the universities' environment accelerating, the pressure to comply with these regulations is growing rapidly and forcing universities to act on issues of sexual violence. This study aims to investigate the outcome of a series of institutional policy-negotiation processes related to sexual violence prevention and violence at the university level, whereby universities can develop policies for the prevention and management of sexual violence rather than simply complying with them. Universities have moved from initially responding only with initial solutions to protect their institutions from obligations, to efforts that encourage transformation towards broader considerations.

As not all universities are willing to revise the rules they already have, there is an urgent need to investigate more deeply the policy documents on the prevention and handling of sexual violence in Indonesian universities before *Permendikbudristek 30*. In addition, there is an urgent need to understand how a university contextualizes policy prevention and treatment of sexual violence in their universities. The debate about the neglect of cultural and religious aspects in *Permendikbudristek 30* encourages universities to bring up both of them in regulations at the university level. Therefore, this study is intended to examine in greater depth the policies and handling of sexual violence in universities before and after the issuance of Regulation of the Minister of Education, Culture, Research, and Technology Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education in Indonesia. In addition , we investigated how universities adapted *Permendikbudristek 30* to the context in which the regulation was implemented.

Institutional theory and isomorphism in universities

This study employs institutional theory which addresses organisational adaptation processes and tactics in an unpredictable environment (Ozturk & Valencia, 2020). Universities are now viewed as groups built on common perspectives rather than technical issues and efficiency reasons. Universities sustain public credibility by maintaining institutionalised values and practices (Chen et al., 2010). Social construction lends legitimacy to universities by convincing players that norms and routines provide an explanation for a chaotic world (Ozturk & Valencia, 2020). Throughout this stage, actors uphold and negotiate orders. In the meantime, university architecture and social actions create, maintain, or criticise social knowledge change (Nite & Edwards, 2021).

Typically, university policymakers have distinct skills and passions (Gates, 1997). Universities succeed via partnership. These collaborations vary and can be arranged using various modes of communication. The university system is a system, and the abilities within and beyond the organisation transform the larger system (Chen et al., 2010; Lipson, 2011). This makes collaborations difficult. Leaders and administrators are responsible for maintaining group bonds. At this time, due to convergence, one organisation will resemble another (Luna-Reyes & Gil-Garcia, 2011).

Under the vague legislation governing colleges, each institution has the discretion to adapt to the environment and individual concerns (Brodie, 2019). To the advantage of universities, knowledge empowers government legislation reform (Joo & Halx, 2012). Universities can potentially alter their legal mandate by promoting the public interest and democratic ideals. Institutional theory places an emphasis on isomorphic convergence as an organisational transformation (Joo & Halx, 2012; Nite & Edwards, 2021). Homogeneity leads to the transformation of organisations (Gates, 1997). The objectives, technology, and human resources of universities make them susceptible to isomorphic influences. Universities are adaptable and maintain a distinct character (Donsig et al., 2005). To gain fame and ensure its survival, a university imitates morally superior organizations (Ozturk & Valencia, 2020). This study investigates the growing institutional focus on interpretation, internal negotiation, adoption, and adaptation.

Research method

To develop our understanding of sexual violence prevention and handling policies in universities, we explored the various types of laws and regulations used by 15 Indonesian. Nine of them had regulations for preventing and handling sexual violence before *Permendikbudristek 30*, and six had recently issued regulations at the university level on the prevention and handling of sexual violence.

Document analysis is one of the strategies commonly used for policy research (Cardno, 2019). Formal written documents are the main characteristic of the bureaucracy in which modern society functions (Cardno, 2019). However, social research often ignores this point and focuses primarily on interviews in qualitative research (Owen, 2014). Documents are a form of physical or virtual artifact designed by the creator for the user and function in a particular setting (Wach & Ward, 2013). Documents can be used during data collection and analysis to help answer research questions.

The documents in this study were policy documents as outlined in the laws and regulations of the 15 universities examined in this study. These documents are accompanied by non-policy documents that are used to check the implementation of these policy documents, which are sourced from websites and newspapers either published by universities or online news sites in Indonesia. We attempted to compare various regulations at the level of universities that had regulations on the prevention and handling of sexual violence in universities before *Permendikbudristek 30* and after Permendikbudristek 30. Until September 3, 2022, one year after *Permendikbudristek 30* was issued, the universities' websites and the Ministry of Education, Culture, Research, and Technology were consulted to identify universities for inclusion in this study. We were able to locate only 15 universities (Appendix 1), which served as the sample for this investigation.

This study's analysis was performed using the Stoffelen method (2019). The initial application of descriptive codes to the policy text. When we refer to "descriptive coding," we mean assigning the first functioning topic or category name to the data. One would first read extensively to gain an understanding of the data, and then apply what was learned to the coding process as one read. None of the participants shared their progress or compared their outcomes with others. The texts are encoded in several ways. Due to this, encoding older texts for use in more modern articles is of little benefit. No documents are compared during this procedure; instead, descriptive code is generated. Second, we evaluated how the descriptive coding outcomes varied from text to text. We merged, deleted, and renamed nodes grouping identically labelled text citations in order to identify distinct topic labels pertaining to similar topics. The reader should thereby gain a clearer understanding of each text's concepts.

The third phase required a review of past studies in order to create a "blank" classification scheme. Part of this procedure entailed providing additional context for the findings evaluated in the prior literature. Similar to conducting a content analysis, the method

needs the methodical extraction of significant and iterative concepts and outcomes from the literature in order to construct both preset and researcher-generated knots. Comparing the pattern nodes from the actual data to the preliminary coding scheme acquired from the literature was the fourth step in the construction of a hierarchical coding system. After careful rereading, the codes were used to classify the data into hierarchical divisions. This painstaking process needed comprehensive knowledge of nodes and policy texts. Despite the apparent hierarchy of this encoding method, it proved to be fairly flexible. Some nodes will need to be relocated, deleted, joined, or added in order to accomplish this objective. Code hierarchies that are inherently structured are iterative.

Findings

Prevention and handling of sexual violence in universities before and after *Permendikbudristek 30*

This section analyses regulations on the prevention and handling of sexual violence in universities before and after *Permendikbudristek 30*. This regulation forms the basis for preventing and managing sexual violence to make universities safe for the academic community. This regulation emphasises that universities are required to have a clear mechanism including a special task force for dealing with allegations of sexual violence. Creating safe and comfortable conditions in universities is not only a matter of physical availability but also security and comfort when carrying out educational activities as well as extracurricular activities.

Some sexual violence cases, such as those in universities, occur because the victim has a lower bargaining position so the victim is forced to follow the will of the perpetrator. In many cases, this stronger bargaining position instead translates not into an effort to encourage individuals to become good role models but to force those with lower bargaining positions to follow what the perpetrator wants. In the literature, this often occurs in certain societies that have a strongly patriarchal culture so women are easily discriminated against because of their weak social status, economic status, and other statuses. For this matter, *Permendikbudristek 30* was generated.

Another important perspective to note is that this regulation emphasises the forms of sexual violence, perpetrators, victims, reported parties, reporters, integrated service units, authority holders, and the nature of sanctions that can be imposed either by the campus or, if needed, legal sanctions by regulated case transfer mechanisms and responsibilities for handling cases carefully, taking into account the rights of the complainant without violating the rights of the reported party as regulated in procedural law.

Furthermore, there is a reporting mechanism that is clarified and simplified so that victims and reporters are not afraid to report and do not have to repeat the story many times. In addition to the clarity of the flow, it is also important to have clarity on who is the authority holder at each stage and whose has authority is to receive reports and handle them. Thus, it is necessary to have standard operating procedures (SOPs) at the university level and umbrella regulations at the ministry level.

Another high concern is strengthening of the academic community in the prevention and handling of sexual violence cases on campus. There must be the involvement of student representatives in the making of the *Technical Implementing Element* (UPT/*unit pelaksana teknis*), including in the preparation of the mechanism or SOP for sexual violence. The parties that need to be involved generally comprise:

a. Vice Chancellor and Deputy Dean for Academic and Student Affairs;
b. Student Executive Board (BEM);
c. Student Press Institute (LPM/Lembaga Pers Mahasiswa);
d. Feminist/ gender/ sexuality study groups who pay attention to the mastery of the perspective of gender equality and taking sides with the victims,
e. Lecturers with the same qualifications as in the study group,
f. Educational staff with the same qualifications as in the study group, and
g. Lecturers, education staff, and representatives of students with disabilities.

The requirements related to perspective and alignment are following the results of studies conducted related to centres for gender and women's studies that are present on campuses as well as the results of a survey of lecturers. The authority of higher education leaders must be balanced with an agreement between higher education leaders and students, lecturers, and education staff. It is expected that with the involvement of all elements of the academic community and by meeting certain qualifications, the determination of the committee from the formation of the UPT to the SOP can be transparent and fair.

The results of our analysis as (Appendix 2) indicate that nine universities had definitions of Sexual Violence; Prevention; Handling; Examination; Target; Victim; Reported; Task Force on Prevention, and Handling of Sexual Violence; Scope of Sexual Violence; Forms of Sexual Violence; Victim Consent; forms of prevention; prevention through learning; prevention through strengthening governance; prevention through strengthening community culture of students, educators, and education personnel; assistance, protection, imposition of administrative sanctions, and recovery of victims; that are different from *Permendikbudristek 30*.

There are some interesting points to note.
1. Scope of sexual violence did not exist in the regulations before *Permendikbudristek 30*. However, there are types of sexual violence that are detailed in the regulation.
2, Regulations before *Permendikbudristek 30* did not cover sexual violence examinations.
3. The three targets (both victims and reported) of regulations before *Permendikbudristek 30*, namely all academic communities, were changed to be more detailed in *Permendikbudristek 30*.
4. *Permendikbudristek 30*, in more detail related to sexual violence, is no longer a common form as contained in the regulations before *Permendikbudristek 30*.
5. There is no task force for the prevention and handling of sexual violence in the regulations before *Permendikbudristek 30*.
6. Scope of sexual violence in regulations before Permendikbudristek 30 does not indicate a violation in digital form through information and communication technology.

7. In the regulations before *Permendikbudristek 30* there was no victim's consent.
8. Regulations before *Permendikbudristek 30* do not classify sexual violence prevention which must exist in a university.
9. Regulations before *Permendikbudristek 30* did not provide administrative sanctions.

Then we analysed the regulations that universities generated after *Permendikbudristek 30*. Universities that publish regulations on the prevention and handling of sexual violence on their websites include the University of Lampung, University of Padjadjaran, Jakarta State University, Ponorogo State Islamic Institute (IAIN), Jenderal Sudirman University, and Jember University. Several items were changed and detailed and some articles have been deleted. Appendix 3 describes the comparison between *Permendikbudristek 30* and universities that have made regulations on the prevention and treatment of sexual violence in universities.

Overall, more universities are making additions to the items already in *Permendikbudristek 30*. However, a university can reduce the points that have been determined. The addition of points seems to be carried out on Indonesian national values (such as the values of pancasila, religion, and norms) as well as old points in the previously applicable regulations.

There are several interesting points to note in this policy transfer process. The first point concerns definitions of sexual violence; two universities added items or points such as justice based on considerations of morality, religion, culture, and noble values as well as points of consequences that cause economic, social, and/or cultural harm. Second, on the point of prevention through learning, two universities added items on organising and integrating sexual and gender violence education materials in lectures based on pancasila, religious values, and norms. Third, there was only one university that maintained an old item in the previous regulation, namely the dissemination of programs for preventing and dealing with sexual violence and providing a budget for the prevention and handling of sexual violence. Fourth, two universities reduced protection items such as guarantees of protection from physical and non-physical threats or the recurrence of sexual violence, protection of attitudes and behavior of law enforcement officers who demean and/or strengthen stigma against victims, security and freedom from threats related to testimony, civil lawsuits, provision of safe houses, protection of security and freedom from threats. However, one university added items to the old regulations such as the protection of access to carry out academic activities, research, and/or community service.

Commitment of universities before and after *Permendikbudristek 30*

We used the sexual violence prevention and response framework to examine university commitments to the prevention and treatment of sexual violence. Furthermore, commitment is described in several dimensions.

Affirmative consent
Permendikbudristek 30 includes affirmative approval points such as volunteerism, affirmation, and awareness. The consent can be revoked under certain conditions and the

agreement does not constitute a threat of violence. Then, consent is not given by individuals who have certain conditions (Article 5, paragraph 3). In general, we found that only two of the universities that issued regulations before *Permendikbudristek 30* had affirmative approval items, namely Baiturrahmah University and IAIN Tulungagung (Appendix 4). Meanwhile, seven of the university-level regulations for the prevention and handling of sexual violence in universities after *Permendikbudristek 30* had victim consent items.

Consent is an important point that must be included in the policy of preventing and handling sexual violence in universities. Consent is a form of reinforcement for victims to report their cases. Affirmative consent is a voluntary and conscious form without any pressure and/or threat to engage in sexual activity. This affirmative agreement point is the implication of one of the main factors that sexual violence in universities occurs because of unequal power relations. Perpetrators are usually individuals who have more power than victims. This often happens in societies that have a patriarchal culture where men are placed in positions and power relations that are higher than women. These patriarchal values control and dominate society so that privilege is maintained. Affirmative consent opposes this path because it opposes those with a higher bargaining position to provide violence. Thus, universities need to create an educational atmosphere that does not provide opportunities for the abuse of dominant-vulnerable positions.

Comprehensive definition, scope, and forms of sexual violence
Forms of sexual violence far more broadly than acts of rape, to include acts that are psychological, verbal, and even involve the Internet *Permendikbudristek 30* defines sexual violence as "any act of humiliating, insulting, harassing, and/or attacking a person's body, and/or reproductive function, due to unequal power relations and/or gender, which results in or can result in psychological and/or physical suffering including those that interfere with a person's reproductive health and loss of opportunity to carry out higher education safely and optimally". In more detail, *Permendikbudristek 30* has 21 types of acts of sexual violence including verbal, non-physical, physical, and using information and communication technology.

In terms of scope, regulations that were generated before *Permendikbudristek 30* tend not to have a comprehensive scope on sexual violence (Appendix 4). In more detail, our findings showed that some universities did not include violence verbally and/or through information and communication technology". Furthermore, we also find simplification of forms of sexual violence such as forced abortion, and regulations after *Permendikbudristek 30* tend to have the same definition as *Permendikbudristek 30.*

Before Permendikbudristek 30, all universities had a definition of sexual violence, the question was whether they had a definition that was psychological, verbal, and even involved the Internet. Our study found that the definitions developed did not all have the dimensions in these definitions. For example, the impact on the opportunity to carry out higher education safely and optimally was not found in 9 universities that had regulations for preventing and handling sexual violence before *Permendikbudristek 30.* Some of them failed to specify that sexual violence was a form of harassment, an insulting act. Some

other universities have also forgotten to identify the psychological and/or psychological impact experienced by the victim.

After *Permendikbudristek 30*, two universities developed new definitions of violence. In more detail, one university added items concerning all forms that violate the values of decency, decency, and justice based on considerations of morality, religion, culture, and the noble values of Unpad (Universitas Padjadjaran). One university even omitted the point of "Missed opportunity to carry out higher education safely and optimally" in its definition of sexual violence. In terms of forms of sexual violence, 7 universities after *Permendikbudristek 30* have the same points as before *Permendikbudristek 30*.

Before *Permendikbudristek 30*, most universities focused on the definition of sexual violence in acts of rape and forgot about acts that were psychological, and verbal and involved information and communication technology. Hence, it is important to develop a more comprehensive definition, scope, and form of sexual violence. This is also important to conduct because sexual violence can occur both in physical and non-physical forms that arise due to interactions between lecturers-students, superiors-subordinates, and senior juniors in universities. This clear definition is part of the establishment of a clear regulatory infrastructure and comprehensive derivative tools or programs related to knowledge about forms of sexual violence, both online and offline.

The prevention of sexual violence through learning

Permendikbudristek 30 explained that universities must prevent sexual violence through learning. This can be conducted by requiring students, educators, and education personnel to study the *Sexual Violence Prevention and Management* module set by the Ministry. Our study found that before regulations issued as *Permendikbud 30*, four universities did not write about prevention through learning. The other five integrated learning to prevent sexual violence by providing sexual violence materials and increasing understanding of gender mainstreaming; students' understanding of anti-sexual violence and gender equality behaviour; integrating human rights and gender values in the education curriculum, and anti-sexual harassment and gender mainstreaming materials in the orientation of the academic community.

Regulations that were issued after *Permendikbudristek 30* have the same points and provide further details such as organising educational programs to increase understanding and awareness of the academic community by providing lecture materials, seminars, public campaigns, discussions, training, and other activities through other dissemination media as needed, by utilising information and communication technology; integrating human rights and gender values in the curriculum; and integrating sexual and gender violence material in lectures (Appendix 4).

Strengthening governance and community culture

Permendikbudristek 30 identifies strengthening of governance as a contribution to prevention. This is done through activities such as policy formulation, task force formation, and guidelines preparation. Our findings show that several universities that had regulations before *Permendikbudristek 30* had activities to strengthen governance, but these

were limited to developing sustainable studies and documentation, and building safe and comfortable campus facilities. Meanwhile, 9 of the university regulations concerning the prevention and handling of sexual violence before *Permendikbudristek 30* did not explicitly make arrangements for policies, task forces, and guidelines for the prevention and handling of sexual violence. This is different from the regulations that were created after *Permendikbudristek 30*, all of which (seven universities) have the same form of governance strengthening as *Permendikbudristek 30* (Appendix 4).

Another interesting point to note is that *Permendikbudristek 30* requires universities to prevent sexual violence by strengthening the culture of the student community, educators, and education staff. This is conducted by providing an introduction to campus life for students, educators, and education personnel; and by supporting student organisations and informal communications networks for students, educators, and education staff. Regulations that were made before *Permendikbudristek 30* tend to ignore this point. Our findings showed that only 2 out of 9 universities carried out cultural strengthening, namely "Providing anti-sexual violence material in PKKMB (Introduction to Campus Life for New Students)" and "Cultivating attitudes and mindsets against sexual violence as basic values of socialising among the people of IAIN Salatiga". After *Permendikbudristek 30*, seven of the universities in this study accommodated the same points and one added points regarding the implementation of the Independent Learning Campus Merdeka with the following details: "the implementation of the Merdeka Learning program at the Merdeka Campus, real work lectures, compulsory subjects, and /or instructional engineering skills improvement program - Lecturers and Education Personnel - student organisations."

Strengthening governance based on good university governance is a core policy for the preventing and handling sexual violence in educational institutions, because higher education providers and the entire academic community must pay attention and act according to applicable (normative-ethical) standards of behaviour. Policies and behaviours that tolerate any form of sexual violence in universities are contrary to the spirit of building an academic culture in universities and the purpose of providing education. It includes the provision and strengthening of supporting facilities and infrastructure, including units that carry out the functions of prevention, control, handling, and prosecution as well as recovery and protection of victims of sexual violence in universities.

No less important is community strengthening in universities. This is part of an effort to see the academic community from a more comprehensive perspective, such as the university as a community, lecturers as a community, students as a community, and employees and/or education staff as a community. Each community has its challenges and potentials which to a certain degree can fail to discourage sexual violence. In the context of preventing sexual violence in universities, it is important to put all actors in an equal position, involving all parties to sit together in an effort to prevent sexual violence. All elements in the academic community must be involved because forming a policy of protection from sexual violence may confront systemic socio-cultural conditions.

Discussion

This research is intended to understand a dynamic process of responding to ambiguous and controversial compliance requirements regarding the prevention and management of sexual violence in Indonesia. The research found that universities are taking steps to respond to regulations to keep them in accord with the latest legal requirements and reduce vulnerability to compliance and compliance violations. This resulted in regulations at the university level that were the same as *Permendikbudristek 30*. Universities that had regulations on the prevention and handling of sexual violence before *Permendikbudristek 30* had a policy structure that was not too far from *Permendikbudristek 30*. Therefore, universities have tried to show commitment in providing a safe, equal, and socially equitable higher education environment. This is shown in the rules they made that recognise openness and willingness to hear different views from different perspectives (Dion et al., 2021; Xu et al., 2021).

This research demonstrates that the universities formulate measures to combat and prevent sexual violence by first gaining a comprehensive grasp of the problem. Consideration was given to the need to learn about both typical and atypical requests, to develop unique types of aid , and to include educational approaches in preventative measures (Hames, 2007; Vandana, 2020). Our research also found that in contrast to other types of organisations, universities tend to recognise the advantages of providing professional expertise. Universities followed up on the results by making policies and programs carefully (Beres et al., 2019; Holland et al., 2021). Knowledge in this regard includes efforts to approach prevention through education, using the professional expertise possessed by universities. This study also found that universities tended to adapt to feedback that is given mainly by the public. This is carried out by incorporating them into new decision-making voices, modified to address the issue of fluctuating institutional commitment (Bovill et al., 2021; Holland et al., 2020). In this research, we found that the universities consider pancasila, culture, and religion as societal expectations that have an important role in various aspects of life in Indonesia.

The findings in this research support an institutional theory understanding about policy negotiations underlying universities' adaptations in an environment full of uncertainty. In addition, universities' responses are dependent on and shaped by the cultural environment. The universities in this research showed forms of rational response because the cultural environment of each university demanded more in-depth and transparent actions as the public demands found in universities which have regulations dated both before and after *Permendikbudristek 30*. Universities developed community values and at the same time promoted a deeper understanding of sexual violence at universities (Bedera, 2022; Holland et al., 2021). In this case, the universities are in an environment that allows the creation of innovative policies and practices that uphold academic culture, even though in a quite complicated situation with the existence of *Permendikbudristek 30*. This was created because universities must immediately respond to demands from a public that do not believe universities can respond to these cases fairly, impartially, and effectively (Hardesty et al., 2022).

The universities in this research developed prevention and response solutions, either before or after *Permendikbudristek 30*, because the policy and cultural environment is constantly changing and requires the involvement of practitioners having specific skills to protect the parties involved. The universities developed specific policies and procedures to improve practice and emphasise the importance of having a variety of solutions available to comply with mandated regulations. *Permendikbudristek 30* provided space for universities to develop a response to this law by addressing conflicting pressures and demands from the environment. Universities are renowned as institutions that make decisions collaboratively by integrating different perspectives from different fields of expertise (Nalivaikė, 2020; Ullman, 2020). Universities strive to reduce the incidence of sexual violence, prevent its reoccurrence, and as soon as possible address its effects in an equitable manner (D'Enbeau, 2019; Maxmen, 2020). This is expected to establish legal compliance, resulting in imitation and structural elaboration in the universities.

This research advances our understanding of the outcomes from creating a symbolic structure that articulates compliance through a widely diverse policy rhetoric. Making regulations on the prevention and handling of sexual violence at universities demonstrates symbolic obedience to the mandate contained in *Permendikbudristek 30*. Expanding the scope of their roles, eliminating potential conflicts of interest as well as determining which interests they will represent is a time-consuming process (Butler et al., 2019; Holland, 2019; McMahon, 2008; Moylan & Hammock, 2021). All universities that were part of this study created a new organisational structure to comply with the mandate of *Permendikbudristek 30*. The universities in this study tended to build responses that were similar to one another (Cai, 2010; Gates, 1997; Stensaker & Norgård, 2001; Orfan et al., 2022).

Conclusion

This research is guided by institutional theory, especially new institutional theory, by emphasising aspects of the skilled performance of selected actors in responding to new ideas, using resources to achieve new ideas, and encouraging cooperation to achieve goals. This research gives insights into providing additional empirical evidence about the important role of universities in changing various aspects of organisational life. In this context, universities demonstrate different and necessary skills in the policy- negotiation process. The universities frame adherence to the policy-construction process, set the various agendas needed to get the job done, facilitate the dynamics that occur, address power imbalances, and engage in strong action.

We also find that despite being in a tough situation, universities exhibited innovative responses to policy compliance. Universities in this study are moving beyond reactive responses to legal obligations towards reframing issues as opportunities for them to make substantive contributions. First, two universities in this study added elements such as justice based on considerations of morality, religion, culture, and noble values, as well as points of consequences that inflict economic, social, and/or cultural harm, to the concept of sexual violence. Second, on the matter of prevention through education, two

universities included items about arranging and integrating sexual and gender violence education materials into lectures based on pancasila, religious principles, and social standards. Third, only one institution kept an old requirement from the prior rule, namely the dissemination of programs for preventing and responding to sexual assault and the provision of a budget for the prevention and response to sexual violence. Fourth, two universities have reduced some protection items, such as guarantees of protection from physical and non-physical threats or recurrence of sexual violence, protection of attitudes and behaviour of law enforcement officers who demean and/or strengthen stigma against victims, security and freedom from threats related to testimony, civil lawsuits, provision of safe houses, and protection of security and freedom from threats. One university, however, has added items to the original restrictions, including the protection of access to academic activities, research, and/or community service.

The values developed are collaborative, cross-professional, and flexible values that enable each university to transform and prevent challenges from the public, environment, law, and culture. By employing institutional theories such as isomorphism this study helps academics understand an organisational change process and the structural elaboration that resulted from the mandate of *Permendikbudristek 30*. Institutional isomorphism refers to the acceptance and legitimisation of procedures developed by other institutions in the same field, in an effort to sustain, stay competitive, and be compliant. The 15 universities included in this study embraced and legitimised these practices. In this instance, universities that lacked policies for the prevention and management of sexual violence followed those that did.

One of the main limitations of this study is that document analyses may fail to reveal insights into questions such as "Why do some higher education institutions adopt all rules while some adopt only some rules?". Another limitation is that this study is focusing only on Indonesian universities, which may not adequately represent the diversity of sexual violence prevention and management strategies in higher education institutions globally. Thus, future studies could use a comparative research design to examine sexual violence prevention and management on university campuses in other countries, particularly those with social contexts similar to Indonesia.

This study provides empirical evidence that although the prevention and treatment of sexual violence is a new legal mandate, external factors proved to be an equal or greater incentive in encouraging universities to act. In this case, universities recognised the importance of maintaining status and reputation, and that damage must be repaired. The universities invested a lot of financial and personnel resources in order to successfully discharge responsibilities and overcome negative publicity. The universities in this study also responded to multi-directional pressures that affected the meaning of policies created internally.

Due to the recent legislative and policy changes around sexual violence, universities are likely to re-evaluate their positions on the topic. By breaking new ground, this project aims to help enrich the character of universities. It sought to illuminate the role of organisations in defining the formulation of universities' policy meaning by shedding light

on the consequences of organisational dynamics in relation to policy implementation. This study provides evidence of the effects of the compliance- construction process, proving to universities' administrators the significance of a holistic perspective of legal change in the formulation of policies and programs that strengthen students' competencies. This study illustrates that by embracing academic normative standards within the expanding field of duties and compliance, universities can improve policy outcomes and decision-making processes. By studying the consequences of the policy-negotiation process, the study contributes to our knowledge of the convergence of legal, cultural, and social problems vital to the operation of universities.

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Appendix 1: Research sample

No.	University	Location	Approx. area (hectares)	Status*	Status (high, middle, low)	Gender mix	
						Students	Staff
1	Universitas Gadjah Mada (UGM)	Yogyakarta (Java Island)	183.4 ha	State and non-Islamic	High	M: 23,836 (46.9%) F: 27,028 (53.1%)	M: 1,721 (60.5%) F: 1,124 (39.5%)
2	Universitas Kadiri	East Java (Java Island)	2.5 ha	Private and non-Islamic	Low	N/A	N/A
3	IAIN Salatiga	Central Java (Java Island)	10.2 ha	State and Islamic	High	M: 4,808 (32.8%) F: 9,849 (67.2%)	M: 218 (52.8%) F: 195 (47.2%)
4	Universitas Baiturrahman	West Sumatra (Sumatra Island)	8.5 ha	Private and Islamic	Low	N/A	N/A
5	IAIN Tulungagung	East Java (Java Island)	12 ha	State and Islamic	Low	M: 5,940 (26.9%) F:16,116 (73.1%)	M: 270 (63.4%) F: 156 (36.6%)
6	Universitas Brawijaya	East Java (Java Island)	981 ha	State and non-Islamic	High	M: 30,518 (47.1%) F: 34,225 (52.9%)	M: 1,209 (53.3%) F: 1,059 (46.7%)
7	UIN Raden Intan Lampung	Lampung (Sumatra Island)	112 ha	Islamic and State	Middle	M: 12,512 (36.1%) F: 22,148 (63.9%)	N/A
8	Universitas Pembangunan Nasional Veteran Jakarta	South Jakarta and West Java (Java Island)	3.88 ha	State and non-Islamic	Low	M: 4,604 (40.8%) F: 6,693 (59.2%)	M: 200 (42.4%) F: 272 (57.6%)
9	Uni. Jendral Achmad Yani Yogyakarta (Unjaya)	Yogyakarta (Java Island)	2 ha	Private and non-Islamic	Low	N/A	N/A
10	Universitas Lampung (Unila)	Lampung (Sumatra Island)	227 ha	State and non-Islamic	High	M: 10,150 (40.2%) F: 15,062 (59.8%)	M: 830 (57.4%) F: 617 (42.6%)

11	Universitas Padjadjaran (Unpad)	West Java (Java Island)	175 ha	State and non-Islamic	High	M: 12,112 (41.2%) F: 17,272 (58.8%)	M: 1,.086 (50.6%) F:1,060 (49.4%)
12	Universitas Negeri Jakarta (UNJ)	East Jakarta (Java Island)	11 ha	State and non-Islamic	High	M: 14,471 (42.4%) F: 19,689 (56.6%)	M: 470 (49.1%) F: 488 (50.9%)
13	IAIN Ponorogo	East Java (Java Island)	7 ha	State and Islamic	Middle	N/A	N/A
14	Universitas Jenderal Soedirman	Central Java (Java Island)	85 ha	State and non-Islamic	High	M: 7,009 (40.0%) F: 10,508 (60.0%)	M: 647 (54.2%) F: 547 (45.8%)
15	Universitas Jember	East Java (Java Island)	89.6 ha	State and non-Islamic	High	M: 10,962 (36.2%) F: 19,297 (63.8%)	M: 699 (56.9%) F: 529 (43.1%)

* State university is a university that managed under Ministry of Education, Culture, Research and Technology; Islamic university is a university that managed under Ministry of Religion; Private university is managed privately and monitored by Ministry of Education, Culture, Research and Technology.

Appendix 2: Comparison of regulations for preventing and handling sexual violence before *Permendikbudristek 30*

Before	UGM	Uni. Kadiri	IAIN Salatiga	Uni. Baiturr-ahmah	IAIN Tul-ungagung	Uni. Brawi-jaya	UIN Rad-en Intan Lampung	UPNVJ	Unjaya
Same total (per Uni.)	0	0	0	0	0	0	0	0	0
Diff. total (per Uni.)	19	19	19	19	19	19	19	19	19

Appendix 3: Comparison of regulations for preventing and handling sexual violence after *Permendikbudristek 30*

After	Unila	Unpad	UNJ	IAIN Ponorogo	Uni. Jenderal Soedirman	Universitas Jember
Same total per Uni.	16	18	16	16	17	19
Different total per Uni.	3	1	3	3	2	0

Appendix 4: Dimensions of university commitment

	Dimensions of university commitment	Before *Permendikbudristek 30*		After *Permendikbudristek 30*	
Affirmative consent		Exist	Nothing	Exist	Nothing
		2	7	7	0
Definition of the scope and form of sexual violence		Same	Different	Same	Different
	Definition of sexual violence	0	9	5	2
	The scope of sexual violence	0	9	7	0
	Type of sexual violence	0	9	7	0
6. Prevention through learning		Same	Different	Same	Different
		5	4	7	-
7. Strengthening governance and community culture		Exist	None	Same	Different
	Strengthening governance	3	6	7	-
	Strengthening community culture	2	7	7	-

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