

Analysis of Gender Literacy Level and Gender Differences of College Students in Viewing the Phenomenon of Sexual Harassment

Anisatul Khanifah¹, Elisa Diaz Agustina², Amalia Vidra Tanti³, Refti Handini Listyani⁴

^{1,2,3,4} Universitas Negeri Surabaya, Surabaya, Indonesia

e-mail: ¹anisatulkhaniyah.21020@mhs.unesa.ac.id, ²elisadiaz.21019@mhs.unesa.ac.id,

³amaliavidra.21005@mhs.unesa.ac.id, ⁴reftihandini@unesa.ac.id

Article Info: Received: October 24, 2022; Revised: November 12, 2023; Accepted: December 04, 2023

Keywords	Abstract
Gender Literacy; College Students; Sexual Harassment	<i>In Indonesia, the intensity of the occurrence of sexual harassment is very high, women have always been static as the majority of victims of sexual harassment, women still experience discrimination in obtaining protection from acts of sexual harassment. This research aims to find out gender literacy and gender differences among college students in interpreting sexual harassment. The research method uses qualitative-descriptive, data collection using interview techniques aimed at college students majoring in S1 Civil Engineering. The data were then analyzed using Peter L Berger's Social Construction Theory. The results showed that the gender literacy possessed by college students majoring in S1 Civil Engineering at Surabaya State University is still relatively low, this can be seen from how they interpret gender and the phenomenon of sexual harassment with perceptions that are not as they should be. The conclusion of the study reveals that this low level of gender literacy comes not without reason because they are not introduced by "gender" itself, which is currently referred to as the externalization stage. This research contributes as a novelty of research (novelty) about gender literacy and gender differences in college students in seeing the phenomenon of sexual harassment.</i>
Kata Kunci	Abstrak
Literasi Gender; Pelecehan Seksual; Mahasiswa; Gender	Di Indonesia, intensitas terjadinya peristiwa pelecehan seksual sangat tinggi, perempuan sedari dahulu masih statis sebagai mayoritas korban pelecehan seksual, perempuan masih saja mengalami diskriminasi dalam memperoleh perlindungan dari tindak pelecehan seksual. Penelitian ini bertujuan untuk mengetahui bagaimana literasi gender dan perbedaan gender di kalangan mahasiswa dalam memaknai pelecehan seksual. Metode penelitian menggunakan kualitatif-deskriptif, pengumpulan data menggunakan teknik wawancara yang ditujukan pada mahasiswa jurusan S1 Teknik Sipil. Data yang ada kemudian dianalisis menggunakan Teori Konstruksi Sosial Peter L Berger. Hasil penelitian menunjukkan bahwa literasi gender yang dimiliki oleh mahasiswa dengan jurusan S1 Teknik Sipil di Universitas Negeri Surabaya masih tergolong rendah, hal ini terlihat dari bagaimana mereka memaknai gender dan fenomena pelecehan seksual dengan persepsi yang tidak sebagaimana mestinya. Kesimpulan penelitian mengungkap bahwa rendahnya tingkat literasi gender ini datang bukan tanpa alasan, karena mereka tidak diperkenalkan oleh "gender" itu sendiri, yang dewasa ini disebut sebagai tahap eksternalisasi. Penelitian ini berkontribusi sebagai kebaruan penelitian (novelty) tentang literasi gender dan perbedaan gender mahasiswa dalam melihat fenomena pelecehan seksual.

* Corresponding author: ✉ anisatulkhaniyah.21020@mhs.unesa.ac.id

How to Cite (APA Style):

Khanifah, A., Agustina, E. D., Tanti, A. V., & Listy, R. H. (2023). Analysis of Gender Literacy Level and Gender Differences of College Students in Viewing the Phenomenon of Sexual Harassment. *Jurnal Hawa: Studi Pengarus Utama Gender dan Anak*, 5(2), 122-129. <https://ejournal.uinfabengkulu.ac.id/index.php/hawa/article/view/2568>



Copyright (©) 2023, by the Author. Jurnal Hawa : Studi Pengarus Utama Gender dan Anak is licensed under Creative Commons Attribution-ShareAlike 4.0 International (<https://creativecommons.org/licenses/by-sa/4.0/>)

INTRODUCTION

In Indonesia, the intensity of sexual harassment events is very high, this is evidenced by data from the online information system for the protection of women and children (SIMFONI), which is a sexual violence complaint system established by KPPPA, in the vulnerable period January 1 - February 21, 2022, complaints of sexual violence were recorded as many as 1,411 cases, while in 2021 there were 10,247 cases of violence against women reported with a total of 10,368 people. These figures are systematically reported, outside of these figures there may be unreported acts of sexual violence. (Ministry of Women's Empowerment and Child Protection, 2021). Sexual violence also occurs in the Cyber realm or through social media, this is evidenced by data from the National Commission on Violence Against Women (Komnas Perempuan), Southeast Asia Freedom of Expression Network (SAFEnet), and LBH Apik where complaints received by Komnas Perempuan throughout 2021 were 1,721 cases, SAFEnet were 677 cases and LBH Apik were 489 cases. According to Safenet Director Mr. Damar Juniarto, victims of sexual harassment occur in men and women, but the data shows that the majority of victims of sexual harassment are women. This shows that harassment occurs anywhere and does not recognize gender (National Commission on Violence Against Women, 2022)

Women have always been static as the majority of victims of sexual harassment. There is no change, in addition to being a victim of sexual harassment, women are often the reason behind being a victim of sexual harassment, instead of blaming the suspect, the gender justice gap shows discrimination that causes misdirected targets to women who often judge that sexual harassment is caused by symbols shown by women so that they "invite" the suspect to commit the crime. As reported by Liputan6.com in 2018 regarding a case of sexual harassment, it is known that the perpetrator with the initials R-A committed sexual violence

against a woman, the reason he committed the crime was because the suspect felt tempted by the victim's clothes which were considered sexy, this incident occurred in the city of East Jakarta (Wibowo, 2018).

According to the results of a quantitative survey of the IJRS and INFID gender equality barometer in 2020 involving 2,210 respondents conducted in the capital city and surrounding areas, 71.5% of respondents stated that the victim was seductive, and 69.2% of respondents said the victim used revealing clothing and 53.7% said the victim often took photos in sexy clothes. The majority of respondents' answers to the reasons why women become victims are what they wear so that female victims of sexual harassment carry the status of victims and the reasons behind what happened to them. (INFID Research Team, 2020).

Based on these cases, women still experience discrimination in obtaining protection from sexual harassment, even according to Law Number 39 of 1999 concerning Human Rights Chapter 2 Article 3 paragraphs (1) and (3). Article 3 paragraph (1) explains that every person is born free with equal dignity and Article 3 paragraph (3) explains that every human being is entitled to the protection of human rights, and basic freedoms, without discrimination. Based on what has been discussed previously, there is still a discrepancy between the description in the law and the phenomenon that occurs, that there are still many cases of sexual harassment that still blame the victim. According to indicators of gender equality in Indonesia based on The Global Gender Gap Index 2020 of 0.70. by ranking 85th out of 153 countries, which proves that gender equality in Indonesia is still very low so special attention is needed so that Indonesia's gender equality index can increase (Wulandari, 2020).

Several studies related to sexual harassment based on gender have also been conducted by many researchers before, such as research conducted by Zilkarnain Iskandar in 2010 with the title "The Relationship Between Attitudes Towards Gender

Discrimination With Sexual Harassment In Students" said that attitudes that show support for gender discrimination will affect the level of sexual harassment and vice versa. (Iskandar, 2010). Then research by Shopiani et al (2021) entitled "The Phenomenon of Victim Blaming in college students for Victims of Sexual Harassment" said that victim blaming occurs by blaming the way of dressing, socializing, the victim's condition when harassed, and demeaning the victim through bad comments. Based on the findings of this study, what influences victim blaming is low sex education and gender equality, gender attitudes and identity, environment, and patriarchal culture (Shopiani et al., 2021).

Based on the description of the problem above, this research has a novelty in this study entitled "Gender Literacy Analysis and Gender Differences in Viewing the Phenomenon of Sexual Harassment" which adds the topic of gender literacy that researchers will examine in society. This study aims to determine gender literacy among the community and gender differentiation in interpreting sexual harassment.

METHOD

This research used a qualitative approach. According to Moleong (Fairus. F, 2020), Qualitative research is research that aims to understand a phenomenon regarding what is experienced by research subjects which includes behavior, perceptions, motives, actions, and motivations as a whole which are described through sentences or words.

According to Stewart and Cash (2000), an interview is an interactional communication that occurs between two parties, one party asks questions, and the other party answers. Meanwhile, according to Kerlinger (1992), interviews are question-and-answer activities carried out face-to-face to find answers about the research problems studied. Based on the opinions of these figures, it can be seen that an interview is a form of communication between two or more parties conducted

face-to-face, where one party is the questioner or interviewer and the other party is the interviewee to obtain answers as supporting research material. (Fadhallah, 2021)

In this study, researchers chose Civil Engineering undergraduate students as informants based on the fact that engineering students on average come from Vocational or High School with science majors where they do not learn about gender, therefore researchers chose them as informants to find out the extent of their understanding of gender and how they perceive the phenomenon of sexual harassment. In this study, researchers took as many as 5 core informants, namely 2 men and 3 women including ZS (20), NCR (19), AR (17), REPY (18), and KR (19). This data collection took approximately one week, this was done, to find answers to existing problems. Then, the existing data is analyzed using Peter L Berger's social construction theory, this theory will explore informants' construction of gender and the phenomenon of sexual harassment. Through this theory, researchers also invite us to find out the urgency of gender literacy for individuals.

RESULTS AND DISCUSSION

1. Peter L Berger's Social Construction Theory

Social construction is a sociological theory initiated by Peter L. Berger and Thomas Lachman. Through Peter L. Berger's social construction theory, Berger argues that humans are subject to objective and subjective realities. In objective reality, people are structurally influenced by the environment in which they live. In other words, the direction of human development is socially determined from birth to adulthood to old age. There is a reciprocal relationship between humans and the social context that shapes their identity, which leads to human habituation. Subjective reality, on the other hand, sees humans as beings with certain tendencies in society. Berger and Lachman believe that reality is socially constructed, so the sociology

of knowledge must analyze the process of its formation.

Individual experience cannot be separated from society in the sense that individuals in society construct society. They start with the premise that humans construct social reality in which they can objectify subjective processes," Waters said. This idea is perhaps the basis for the birth of the modern sociological theory of 'social construction'. (Sulaiman, 2016). In the process of social reality, individuals need a dialectical process that requires three stages, namely Externalization, Objectivation, and Internalization.

- a. Externalization, at this stage the individual is introduced to the outside world as a social reality or social reality which will then be understood by this individual, which of course will be influenced by the knowledge he has, of course society also influences the availability of knowledge in a person.
- b. Obejktivasi, at this stage, is the stage where what has been understood by the individual in the externalization stage, then he releases the understanding again to the outside world so that social interaction between individuals occurs.
- c. Internalization, at this stage, when the individual has released what he understands, this stage is the appreciation of what is understood which will be manifested through individual behavior. (IRC 13, 2021)

Through habitualization that is carried out repeatedly, this will create social reality, the term "society affects individuals" through externalization, and "individuals affect society" through internalization is true. Berger also said "Society is a human product. Society is an objective reality. Man is social product" This statement implies that Society is a human product. Society is an objective reality. Man is a social product. (Demartoto, 2013)

2. Gender

In general, people know the concept of gender with sex. This situation requires a firmness in view, that even though it has the same meaning of the term, the two (sex and gender) have incompatible meanings.

Gender can also be interpreted as a social concept that must be carried out by men and women synchronously using socio-cultural expressions that live and develop amid society which then give birth to various kinds of social roles of men and women into gender roles. The differences in roles and functions between men and women are not influenced by the biological differences between the two.

However, it cannot be denied that many gender roles are based on biological differences. For example, washing, cooking, and caring for children are often played by women. It's just that it would be a big mistake if we view these roles as unchangeable and a factor in the occurrence of gender violence in the domestic space.

In the history of a person's life, gender inequality has often occurred. This inequality often occurs both in terms of thought and understanding and in terms of social religion. In another sense, gender injustice tends to occur in almost all activities.

Gender differences are not a problem as long as they do not give birth to gender inequalities. But the problem is that gender differences have created various injustices, both for men and especially for women. Gender violence often places women as victims or subordinates. (Haruna, 2018)

3. Gender Literacy

Literacy is defined as the ability to identify, understand, interpret, create, communicate, and compute using printed and written materials in a variety of contexts. Literacy is a continuum of learning that enables individuals to achieve their goals, develop their knowledge and potential, and participate fully in their communities and wider society.

Literacy, in general, includes numeracy, or the ability to perform simple arithmetic calculations. Literacy can be distinguished from quantifiable measures such as literacy levels and functional literacy.

Gender refers to the socially constructed characteristics of women and men, which include the norms, behaviors, and roles associated with being a girl, or a boy, as well as interpersonal relationships. Gender as a social construct, differs from society to society and can change over time.

Based on the definition of literacy and gender, gender literacy is the ability to identify, understand, and interpret gender. Gender literacy teaches about the equality of roles between women and men so that there are no differences in views that cause inequality and discrimination between women and men. (Darma & Astuti, 2021)

4. Sexual Harassment

Sexual harassment according to Winarsunu (2008) in (Utami, 2016) is any act or form of behavior that has a sexual connotation, is done by the party and the behavior is not desired by the victim. Activities with sexual connotations include activities that include coercion carried out unilaterally by the perpetrator, this incident is motivated by the perpetrator, an incident that the victim does not want and causes the victim to suffer from this behavior. Forms of sexual harassment can be in the form of speech, writing, symbols, gestures, and behavior that have sexual connotations as previously described.

Sexual harassment is also defined by Collier (1998) (Utami, 2016) which is defined as any form of behavior that has a sexual nature where the behavior is not desired by someone who gets the behavior.

Meanwhile, according to Rubenstein (Utami, 2016), sexual harassment is the nature of unwanted sexual behavior or actions based on sex that offend the victim. (Utami, 2016) defines sexual harassment as behavior and actions that are disturbing, annoying, and uninvited by someone against another

person through a form of sexual behavior, in this case, carried out unilaterally and unwanted by the victim. So through the above statement, it can be concluded that sexual harassment is social deviation and behavior that has sexual and negative connotations aimed at other people where the behavior is unwanted by the victim.

a. Forms of sexual harassment

1) Physical harassment

Unwanted touching that leads to sexual activity including kissing, patting, hugging, pinching, stroking the back of the neck, sticking the body, or other unwanted or unwelcome physical touching.

2) Verbal abuse

Conduct is portrayed through verbal remarks both spoken and written, remarks about a person's private life, body parts, and appearance including comments and jokes with sexual connotations.

3) Non-verbal/gesture harassment

Body language and gestures include body movements with sexual connotations such as leering, gazing lustfully at a person's body, licking lips, gestures through his/her body directed at others, etc.

4) Visual Harassment

This includes forcibly showing material in the form of photos, videos, pictures, texts, and others with sexual overtones.

5) Psychological/emotional harassment

Acts that involve continuous and coercive solicitation to the detriment of the victim.

Sexual harassment can be faced by men and women with various forms of sexual harassment, one of which is in this era, sexual harassment begins with sexually connoted comments and physical contact in a hidden manner to overt invitations. Santrock (2007) in (Utami, 2016)

Discussion

1) Analysis of the level of gender literacy towards the phenomenon of sexual harassment

The urgency of gender literacy among college students has brought researchers to this discussion. The researcher conducted a study on undergraduate college students of the Civil Engineering study program, at Surabaya State University using the interview method. In interviewing 5 people, researchers asked several questions. The results of interviews with the first civil engineering student were conducted with a student with the initials ZS (20). ZS admitted that he had heard about the term gender and that gender is a difference in roles between men and women. He gained knowledge about gender through social media because there were no lessons that discussed gender during high school and college. ZS thinks that the position between men and women has not been balanced in various sectors, but ZS considers an understanding of gender not so important because society already considers the division of labor between men and women as it is. To find out the link between gender literacy and the phenomenon of sexual harassment that occurs, the researcher also asked about the understanding of sexual harassment and whether sexual violence occurs because of the victim's fault. The researcher asked about this because there are many cases where the victim of sexual violence is blamed. When interviewed, ZS already knew about sexual harassment. ZS did not agree that the victim was blamed for the sexual violence that happened to him, but it happened because of the lack of protection from the neighborhood security. The second informant is a student with the initials NCR (19). NCR claimed to have heard and learned about gender in high school through biology subjects. At lecture time, NCR was never taught about gender, but he got it through social media. NCR believes that gender is sex. Based on the answers from this informant, there is a misconception about gender, because gender

is considered as sex. However, NCR argues that the roles between men and women in various sectors are still not balanced. Furthermore, regarding sexual harassment, NCR considers that sexual violence occurs because it is the fault of the victim who wears open clothes.

The third informant is a female student with the initials AR (17). AR has understood that gender is the role between men and women, she gained this knowledge from social media because she has never received learning about gender. AR believes that knowledge about gender literacy is important because she realizes that there is inequality in the division of labor between men and women. Furthermore, regarding sexual violence, AR believes that sexual violence does not occur because of the victim's fault, but the fault of the perpetrator.

The fourth informant is a female student with the initials REPY (18). REPY claimed to have heard of the term gender. According to REPY's understanding, gender is sex, she understands it based on the biology subject she got in high school. However, REPY thinks that gender literacy is important because she believes that the roles between men and women are still not balanced. Then regarding sexual harassment, REPY considers that sexual violence occurs because it is the fault of the victim who wears clothes that are too revealing.

Furthermore, the last informant, a female student with the initials KR (19). KR has understood that gender is the division of roles between men and women. KR knows this from social media because she was never taught about gender literacy during vocational school and college. She believes that currently, the roles between men and women in various sectors are balanced, by the existing culture KR said that there is no debate about gender around her. Next, regarding sexual violence, KR believes that violence occurs because it is the victim's fault for wearing too revealing clothes in public.

Based on the results of interviews from the five informants, it can be concluded that the un-

derstanding of civil engineering college students regarding gender is still relatively low, it can be seen from the number of college students who think that gender is sex. This lack of understanding is certainly influenced by the low level of gender literacy because they have never received learning that specifically discusses gender. In addition, the understanding of gender literacy associated with the phenomenon of violence is considered in line because it was found that college students who lack understanding of gender literacy tend to blame victims of sexual violence, namely women.

2) Analysis of the level of gender literacy towards the phenomenon of sexual harassment with Peter L Berger's Social Construction Theory

In the process of creating social reality, an individual precisely dialectics through three processes. The three processes are influenced by Hegel's touch through his thoughts on the dialectical process including thesis, antithesis, and synthesis. Then, Berger modified this thought into a concept that connects the subjective and objective. In connecting it, Berger initiated a process known as externalization, objectification, and internalization. Thus, social reality is a product of individuals and individuals are products of society, including individual perceptions of the phenomenon of sexual harassment as a result of social construction which is eventually habituated through habits and patterns that are carried out continuously, which ultimately creates meaning. (Sulaiman, 2016) previously explained that of the five informants interviewed, the majority of them interpreted that the phenomenon of sexual harassment was caused by the victim himself, meaning that the victim holds two statuses, namely as a victim and the cause of the behavior that happened to him. This perception is a social reality that has been constructed in society. There are wrong patterns that result in this perception becoming a social reality. Through Berger's dialectical process, it can be explained as follows:

a. Externalization

Individuals who have the perception that sexual harassment is the fault of the victim tend to have low gender literacy. This means that in the externalization stage, the individual will be introduced to social reality where at this time the individual will also understand the social reality based on the "stock knowledge" or stock knowledge of the individual. Knowledge is obtained by individuals through their experiences which then become knowledge. Individuals will be shown how social realities such as the phenomenon of sexual harassment, then they will also be directly introduced to how society responds to the phenomenon of sexual harassment.

b. Objectivation

At this stage, it occurs when individuals have understood the social reality. Then at that time the social reality is released from itself to the outside (objective) world. This means that at this stage the individual carries out social interactions in the intersubjective world (between individuals), the individual negotiates what he understands with other individuals so that he releases the "social reality he understands" which was originally in himself he brought out into the objective world.

c. Internalization

At this stage, the individual re-inserts what he has understood about the social reality of society which interprets sexual harassment as the fault of the victim. After he understands this, at the internalization stage, namely the stage where the individual appreciates the social reality that is manifested by behavior, one of which individuals tend to equally interpret sexual harassment as the fault of the victim. Indeed, this stage is the stage where individuals can influence society, through individual knowledge, they can reject or accept what they understand to be lived or not, but because of the lack of individual knowledge and experience, society succeeds in influencing individuals through externalization and individuals

can influence society can be done at the internalization stage. Thus, gender literacy in individuals is very important to create new constructions and realities regarding the meaning of sexual harassment. If the gender literacy possessed by individuals is low, then this certainly has an impact on their construction in seeing the phenomenon of sexual harassment. This is illustrated by how those with gender limitations also have an impact on the perception of the meaning of sexual harassment, where they tend to agree that the victim is the reason why they become victims, in other words, victims are "labeled" as perpetrators who provoke the 'desire' of others to commit sexual harassment. This is a misconception that continues to flourish in society and college students themselves are no exception due to their low gender literacy.

CONCLUSION

Previously, sexual harassment factors were known to focus more on gender discrimination and victim blaming. However, in reality, understanding gender also affects sexual harassment. This can be seen from how informants understand gender. Some informants have misconceptions about the meaning of gender as shown by answering that gender is sex. In addition, the lack of understanding of the division of roles based on gender makes patriarchal culture a given. Patriarchal culture further shapes discrimination against women, this can be seen in the answers of informants who mostly blame the victim when sexual harassment occurs.

Therefore, the urgency of understanding gender is very important and needs to be improved with gender literacy. Based on the informants' answers, it is known that they have minimal knowledge about gender because during their high school / vocational school education and in college they were not given a briefing on gender. Thus, low gender literacy needs to be improved by adding subjects or courses that specifically discuss gender. Thus, this low level of gender literacy comes not

without reason, because they are not introduced to "gender" itself, which is currently referred to as the externalization stage. Because there is no externalization of the outside world as well as gender literacy to them, this also has an impact on the internalization stage they do. The less knowledge (stock knowledge) an individual has will affect the individual's actions.

REFERENCES

- Darma, Y. A., & Astuti, S. (2021). *Pemahaman Konsep Literasi Gender* (B. Riswandi (ed.); I). Langgam Pustaka.
https://books.google.co.id/books?id=lsVZEAAAQBAJ&printsec=frontcover&hl=id&source=gbg_summary_r&cad=0#v=onepage&q=aritmatika&f=false
- Demartoto, A. (2013). *Teori konstruksi sosial dari peter l. Berger dan thomas luckman*. Argyo.Staff.Uns.Ac.Id.
<https://argyo.staff.uns.ac.id/2013/04/10/teori-konstruksi-sosial-dari-peter-l-berger-dan-thomas-luckman/>
- Fairus. F. (2020). Bab iii metoda penelitian 3.1. *Bab III Metoda Penelitian, Bab iii me*(April 2021), 1–9.
- Haruna, R. (2018). Literasi Gender Di Kalangan Mahasiswa Jurusan Ilmu Komunikasi. *Jurnal Dakwah Tabligh*, 19(1), 96–105.
<https://doi.org/10.24252/jdt.v19i1.5940>
- IRC 13. (2021). *Mengenal Teori Konstruksi Sosial Media Massa. Bagaimana Cara Kerjanya?*
<https://www.youtube.com/watch?v=zLol0Y4xKMY>
- Iskandar, Z. (2010). Hubungan antara sikap terhadap diskriminasi gender dengan pelecehan seksual pada mahasiswa. *Buletin Penelitian Sistem Kesehatan*, 1 of 28.
- Kementerian Pemberdayaan Perempuan dan Perlindungan Anak. (2021). *kasus kekerasan terhadap perempuan dan anak tinggi, menteri bintang optimalkan layanan terpadu dan komprehensif*. /Www.Kemenpppa.Go.Id.

<https://www.kemenpppa.go.id/index.php/page/read/29/3478/kasus-kekerasan-terhadap-perempuan-dan-anak-tinggi-menteri-bintang-optimalikan-layanan-terpadu-dan-komprehensif>

komnas perempuan. (2022). *Peluncuran Catahu Komnas Perempuan* 2022.

Komnasperempuan.Go.Id.

<https://komnasperempuan.go.id/kabar-perempuan-detail/peluncuran-catahu-komnas-perempuan-2022>

Shopiani, B. S., Wilodati, & Supriadi, U. (2021). Fenomena Victim Blaming pada Mahasiswa terhadap Korban Pelecehan Seksual. *Sosietas : Jurnal Pendidikan Sosiologi*, 11(1), 940–955.

Sulaiman, A. (2016). Memahami Teori Konstruksi Sosial Peter L. Berger. *Society*, 4(1), 15–22. <https://doi.org/10.33019/society.v4i1.32>

Tim Peneliti INFID. (2020). Laporan Studi Kuantitatif Barometer Kesetaraan Gender. *Infid*, September, 17–18. <https://ijrs.or.id/wp-content/uploads/2020/12/Laporan-Studi-Kuantitatif-INFID-IJRS.pdf>

Utami, S. W. (2016). *Hubungan Antara Kontrol Diri Dengan Pelecehan Seksual Pada Remaja Di Unit Kegiatan Mahasiswa Olahraga Universitas Muhammadiyah Purwokerto*. 1–57.

Wibowo, B. (2018). *Pelaku Pelecehan Seksual di Jatinegara Tergilir Pakaian Seksi Korban*. Liputan6.Com.

<https://www.liputan6.com/news/read/3295673/pelaku-pelecehan-seksual-di-jatinegara-tergiur-pakaian-seksi-korban>

Wulandari, D. (2020). *Indeks Kesetaraan Gender Indonesia Masih di Peringkat ke-85*. Mix.Co.Id. <https://mix.co.id/marcomm/news-trend/indeks-kesetaraan-gender-indonesia-masih-di-peringkat-ke-85/>