

**IMPLEMENTATION OF VIOLENCE PREVENTION AND HANDLING
POLICIES IN DIPONEGORO UNIVERSITY (CASE STUDY FROM
FACULTY OF PSYCHOLOGY, FACULTY OF ENGINEERING, AND
FACULTY OF SOCIAL AND POLITICAL SCIENCES)**

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ABSTRACT

Violence in higher education environments, including physical and psychological violence, bullying, sexual violence, discrimination, intolerance, as well as repressive policies, is a crucial issue that impacts the safety and well-being of the academic community. Ministry of Education, Culture, Research, and Technology Regulation Number 55 of 2024 mandates that every university establish a Task Force for the Prevention and Handling of Violence (PPKPT) as an effort to strengthen preventive and responsive measures against various forms of violence on campus. This study aims to analyze the implementation of policies for the prevention and handling of violence at Diponegoro University through a case study on the Faculty of Psychology, Faculty of Engineering, and Faculty of Social and Political Sciences. A descriptive qualitative approach is employed, with data collection techniques including interviews, documentation, and observation. Data analysis was conducted using George C. Edwards III's policy implementation model, which includes the variables of communication, resources, disposition, and bureaucratic structure. The research findings indicate that policy implementation has taken place, but has not yet reached an optimal level due to limitations in human resources, insufficient dissemination of information concerning regulations, and a lack of integrated reporting mechanisms. Nevertheless, institutional commitment and regulatory support emerged as key factors driving policy implementation. These findings are expected to provide strategic recommendations for strengthening governance in the prevention and management of violence in higher education environments.

Keywords: *Public Policy, Campus Violence, Policy Implementation, PPKPT, Higher Education.*

INTRODUCTION

A. Background

Violence in educational settings remains a critical global concern, particularly in higher education institutions where power relations, social dynamics, and institutional hierarchies intersect. In the Indonesian context, bullying, sexual violence, and intolerance have been identified as the three most severe violations within the education sector. These forms of violence not only endanger students' physical and psychological well-being but also undermine the integrity of the learning process itself. Disruptions to educational environments caused by violence threaten the broader societal function of education as a foundation for national development, making violence prevention an urgent institutional responsibility.

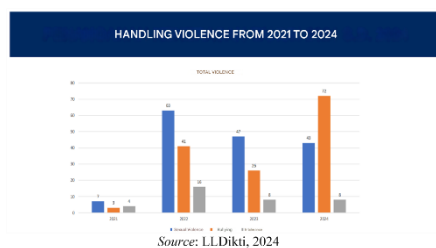


Figure 1. Number of Violence Handling from 2021 to October 15, 2024

Empirical data released by the Ministry of Education, Culture, Research, and Technology demonstrate the persistence of violence across educational levels. As illustrated in Figure 1, a total of 338 cases of violence were officially handled between 2021 and October 15, 2024, with sexual violence accounting for the highest proportion of cases, particularly within universities (Kemendikbudristek, 2024). This trend is alarming given that higher education students are generally within or near the age at which cognitive self-regulation systems, including the prefrontal cortex and amygdala, reach functional maturity (Siloam, 2024; Metro, 2024). Despite this neurological readiness for emotional regulation and ethical decision-making, universities remain the most vulnerable educational units for sexual violence, indicating that individual self-control alone is insufficient to prevent violence without robust institutional governance.

Beyond individual factors, structural and policy-related

dimensions play a decisive role in either preventing or perpetuating violence. Policies themselves can become sources of harm when they implicitly tolerate abusive practices or fail to provide clear reporting and protection mechanisms. Violent policies may exist in both written and unwritten forms, ranging from formal regulations to informal directives that normalize coercive behavior. Consequently, universities are required not only to prohibit violence but also to institutionalize comprehensive prevention and response systems through clear regulations, dedicated task forces, and enforceable procedures.

In response to these challenges, the Indonesian government enacted Regulation of the Minister of Education, Culture, Research, and Technology Number 55 of 2024 concerning the Prevention and Handling of Violence in the Higher Education Environment. This regulation officially replaces the earlier Regulation Number 30 of 2021, which focused primarily on sexual violence. The new regulation adopts a broader and more inclusive framework by classifying violence into six forms: physical violence, psychological violence, bullying, sexual violence,

discrimination and intolerance, and policies containing elements of violence (Kemendikbudristek, 2024b). This regulatory shift reflects an evolving understanding that violence in higher education is multidimensional and requires integrated governance mechanisms that prioritize victim protection and institutional accountability (Zayani, 2025).

A central component of the new regulatory framework is the establishment of the Task Force for the Prevention and Handling of Violence (PPKPT Task Force). Unlike its predecessor, the PPKS Task Force, which was limited to sexual violence cases, the PPKPT Task Force is mandated to address all forms of violence within the university environment. Its responsibilities include receiving reports, conducting educational initiatives, providing victim assistance, and monitoring the implementation of anti-violence policies (Kemendikbudristek, 2024a). The task force operates under direct institutional supervision and is required to represent gender diversity, acknowledging that women are disproportionately affected by violence and require equitable

representation in decision-making structures.

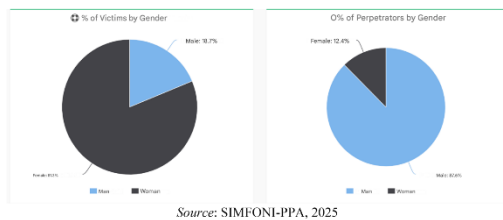


Figure 2. Percentage of Victims and Perpetrators of Violence by Gender from January 1, 2025 to February 22, 2025

Gender-based disparities in violence are further evidenced by national data from the Ministry of Women's Empowerment and Child Protection. As shown in Figure 2, women constitute 81.3% of violence victims, while men represent 18.7%, confirming that although women are more vulnerable, violence is not exclusively gender-specific. Conversely, men account for 87.6% of perpetrators, highlighting entrenched gender power imbalances that necessitate systemic intervention rather than individual moral appeals. These patterns reinforce the importance of institutional mechanisms that ensure justice, inclusivity, and equal protection for all genders

At the institutional level, Diponegoro University has demonstrated a formal

commitment to violence prevention through the enactment of Rector's Regulation Number 13 of 2022 and the operationalization of the PPKPT Task Force across faculties. The governance model delineates a clear division of authority between the university-level task force and faculty leadership, ensuring that prevention, reporting, investigation, and sanctions are managed through a coordinated and hierarchical structure. This design positions violence not as an isolated incident but as an institutional issue requiring systematic oversight and continuous evaluation.

Within faculties, specialized units have emerged to complement the work of the PPKPT Task Force, particularly in addressing psychosocial dimensions of violence. The Faculty of Social and Political Sciences, for instance, established the Fisip Wellness Unit as a frontline support mechanism for students experiencing mental health issues, bullying, intolerance, or sexual violence. While this unit plays a crucial preventive and supportive role, its implementation reveals persistent challenges related to authority overlap, limited human resources, and unclear reporting pathways. These

constraints underscore the broader issue of policy implementation gaps, where well-designed regulations encounter practical obstacles at the operational level.

Implementation effectiveness is further influenced by communication clarity, resource availability, implementer attitudes, and bureaucratic structures, as emphasized in policy implementation theory (Edwards III). Inconsistent socialization of reporting mechanisms, insufficient staffing, and ambiguity regarding institutional authority can weaken trust and discourage victims from seeking help. Consequently, continuous monitoring and evaluation of task force performance and faculty-level units are essential to ensure alignment between regulatory intent and lived institutional practice.

Given the persistently high incidence of violence in higher education and the expanded mandate introduced by Regulation Number 55 of 2024, empirical assessment of policy implementation becomes imperative. Understanding how violence prevention mechanisms function in practice, particularly within faculty-level contexts, is

crucial for refining institutional strategies and strengthening victim-centered approaches. This study therefore focuses on examining the implementation of the PPKPT framework within Diponegoro University, with particular attention to faculty-based support structures, inter-unit collaboration, and operational challenges. By doing so, the research aims to contribute to the development of more effective, adaptive, and justice-oriented violence prevention systems in higher education.

In light of the aforementioned evidence, the author is inclined to propose a title:

“Implementation of Violence Prevention and Handling Policies in Diponegoro University (Case Study From Faculty of Psychology, Faculty of Engineering, and Faculty of Social and Political Sciences)”

B. Research Problems

Based on the background described above, the appropriate problem formulation is as follows:

1. How is the implementation of policies for the prevention and handling of violence in the Faculty of Psychology,

the Faculty of Engineering, and the Faculty of Social and Political Sciences at Diponegoro University?

2. What are the driving forces and restraining factors in implementing violence prevention and handling policies in the Environment of the Faculty of Psychology, Faculty of Engineering, and Faculty of Social and Political Sciences at Diponegoro University?

C. Research Objectives

Based on the problem formulation above, the appropriate research objectives are as follows:

1. To analyze the implementation of policies for the prevention and handling of violence in the Faculty of Psychology, the Faculty of Engineering, and the Faculty of Social and Political Sciences at Diponegoro University.
2. To identify the driving forces and restraining factors in implementing violence prevention and handling policies in the environment of the Faculty of Psychology, Faculty of Engineering, and

Faculty of Social and Political Sciences at Diponegoro University.

D. Theoretical Framework

Public Administration

Public administration is commonly understood as a field concerned with the management of public resources, organizations, and policies in order to serve the public interest effectively and responsibly. It encompasses collaborative activities among governmental actors aimed at formulating, implementing, and regulating public policies while ensuring accountability and ethical governance. As a dynamic discipline within the social sciences, public administration evolves in response to political, social, and institutional changes, reflecting the increasing complexity of modern governance structures. Its scope extends across executive, legislative, and judicial domains, emphasizing not only administrative efficiency but also responsiveness to public demands and moral responsibility in decision-making (Malawat, 2022).

The development of public administration as a discipline can be traced through several

paradigmatic shifts, ranging from the early political-administrative dichotomy to contemporary views that position public administration as an autonomous yet policy-oriented field. These paradigms illustrate ongoing debates concerning the locus and focus of public administration, particularly regarding its relationship with politics, organizational theory, and management science. Over time, the discipline has increasingly emphasized performance accountability, ethical conduct, and environmental adaptability as core dimensions of effective public administration. Despite significant theoretical progress, challenges remain in integrating normative values, institutional roles, and practical implementation. Consequently, public administration continues to refine its theoretical foundations to balance administrative functionality with public accountability in addressing complex governance issues.

Public Organization

A public organization can be defined as a structured social entity in which individuals consciously coordinate their activities to achieve collectively determined objectives

within clearly defined boundaries. Such organizations operate through formal arrangements of roles, authority, and responsibilities that distinguish members from non-members, enabling systematic coordination and organizational stability. Public organizations are inherently social systems, shaped by interactions among individuals, institutional norms, and external environments. Their effectiveness depends not only on internal coordination but also on their ability to adapt to political, social, and cultural contexts in which they operate (Aromatic & Sudrajat, 2021).

From an analytical perspective, public organizations may be understood through multiple lenses, including rational goal-oriented entities, open systems interacting with their environment, political arenas characterized by power relations, and social contracts grounded in shared expectations among members. These perspectives highlight that public organizations are not merely technical instruments but complex social institutions influenced by values, interests, and institutional constraints. Organizational theory therefore plays a crucial role in explaining how public

organizations function, adapt, and maintain legitimacy in delivering public services. By integrating structural, behavioral, and environmental dimensions, organizational theory provides a comprehensive framework for understanding the dynamics of public organizations and their role in implementing public policies effectively and sustainably (M. Abdulloh Nafi', 2022).

Policy Implementation

Policy implementation represents a critical phase in the public policy cycle, focusing on translating formally adopted policies into concrete actions and measurable outcomes. It involves a series of coordinated activities carried out by implementing actors, institutions, and administrative systems to ensure that policy objectives are realized in practice. Implementation is not merely a technical process but a complex and continuous endeavor influenced by decision-making structures, resource allocation, and interactions among stakeholders. Its success can be assessed through outputs, such as program execution, and outcomes, such as observable social change aligned with policy goals (Kasmad, 2018).

Scholars emphasize that effective policy implementation depends on multiple interrelated factors, including clear communication, adequate resources, implementer commitment, and supportive bureaucratic structures. Communication ensures shared understanding of policy objectives, while sufficient human, financial, and institutional resources enable operational execution. Implementer disposition reflects the level of acceptance and commitment toward policy goals, and bureaucratic structure determines the efficiency and flexibility of administrative procedures. Weaknesses in any of these dimensions may hinder policy performance. Therefore, policy effectiveness is shaped not only by sound formulation but also by the capacity of implementing institutions to adapt, coordinate, and sustain implementation efforts within real-world contexts (Subarsono, 2011).

RESEARH METHOD

This study employed a qualitative research design with a phenomenological approach to explore in depth the lived experiences and subjective

perceptions of individuals regarding the role of institutional units in preventing and handling violence in higher education. The research was conducted at Diponegoro University, Semarang, Indonesia, as it provides direct access to relevant actors and contexts aligned with the study objectives. Informants were selected purposively based on their involvement and relevance, consisting of internal actors such as members of the PPKPT Task Force and external parties including users and potential users of its services. Data were collected through observations, in-depth interviews, and document analysis to capture rich, contextual, and experiential information. To enhance the credibility and validity of findings, triangulation across data sources and techniques was applied. Data analysis followed the interactive model of data reduction, data display, and conclusion drawing, enabling systematic interpretation of patterns and meanings emerging from the data while ensuring methodological rigor and trustworthiness of the results.

RESULT AND ANALYSIS

A. Violence Prevention and Handling Policies in Diponegoro University

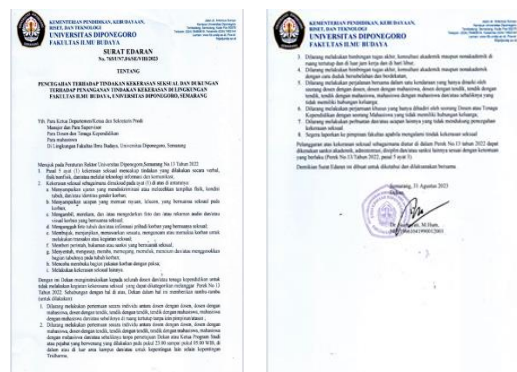
Diponegoro University demonstrates strong institutional commitment to violence prevention and handling by aligning its internal policies with Regulation of the Minister of Education, Culture, Research, and Technology Number 55 of 2024, which expands the scope of violence beyond sexual misconduct to include physical, psychological, discriminatory, and policy-based violence. This regulation replaces the earlier Regulation Number 30 of 2021 and introduces a broader conceptualization of violence, prompting the renaming of the task force from the Sexual Violence Prevention and Handling Task Force (PPKS) to the Prevention and Handling of Violence in Higher Education Task Force (PPKPT). Despite this national regulatory update, Diponegoro University continues to rely on Rector Regulation Number 13 of 2022, which remains based on the revoked 2021 regulation, indicating an urgent need for policy harmonization.

Within Rector Regulation Number 13 of 2022, authority over violence prevention and handling is structured through an integrated and multi-level governance model involving both the university-level PPKPT and faculty leadership. The PPKPT is institutionally legitimized through Article 22, granting it formal status as a rector-established body rather than an ad hoc committee. Its mandate, as detailed in Article 23, covers the entire handling process, including report reception, investigation, conclusion formulation, recommendation issuance, and victim recovery, positioning the task force as the central decision-making body.

The PPKPT serves as the sole entry point for reports of sexual violence, as stipulated in Articles 24 and 25. It holds authority to identify victims and witnesses, assess evidence, compile case chronologies, and ensure victim protection from the initial stage. During the examination phase, Article 26 expands its authority to summon involved parties, involve experts, and provide accommodations for persons with disabilities, with proceedings conducted privately and within a defined timeframe. These provisions effectively assign the

PPKPT a quasi-judicial role within the university. Final authority is articulated in Articles 28–31, where the task force formulates conclusions and policy recommendations submitted to the Rector, who formalizes decisions through a Rector’s Decree.

At the faculty level, Deans play a strategic role in prevention, supervision, and early enforcement. Article 6 paragraph (2) assigns prevention responsibilities jointly to the Rector, Deans, and the Task Force, emphasizing faculty involvement in creating a safe academic environment. Articles 7 paragraph (4) and 8 paragraph (2) empower Deans to regulate meetings and activities considered vulnerable to abuse, while Article 14 paragraph (2) authorizes Deans to impose light sanctions on student perpetrators. Faculties are also required to monitor and evaluate policy implementation and report to the Rector, as stated in Article 36 paragraph (2).



**Figure 3. Circular Letter (SE)
Number 765/UN7.F6/SE/VII/2023**

In figure 3, implementation varies across faculties. In 2023, the Faculty of Cultural Sciences issued Circular Letter Number 765/UN7.F6/SE/VII/2023 as a preventive response to Rector Regulation Number 13 of 2022, making it the only faculty to operationalize the policy at the faculty level (Source: LPM-FIB, 2023). However, student media identified three controversial provisions within the circular letter: restrictions on late-night individual meetings, limitations on physical proximity during academic consultations, and a prohibition on traveling together without family relations. While intended to prevent violence, these measures were perceived by some students as overly restrictive, highlighting tensions between preventive governance and academic freedom.

Overall, the policy framework reflects a collective institutional approach in which the PPKPT and faculties complement one another, combining centralized authority with decentralized preventive oversight to address violence comprehensively within the university environment.

**B. Implementation of Violence
Prevention and Handling Policies
at Diponegoro University Level**

At the university level, the implementation of violence prevention and handling policies at Diponegoro University is primarily carried out by the Task Force for the Prevention and Handling of Violence in Higher Education (Satgas PPKPT). The task force was formally established through Rector's Decree Number 504 of 2024 for the 2024–2026 period, shortly after the enactment of Regulation of the Minister of Education, Culture, Research, and Technology Number 55 of 2024. This rapid institutional response demonstrates the university's commitment to aligning its governance structures with updated national regulations that broaden the scope of violence beyond sexual misconduct to include physical, psychological, discriminatory, and policy-based violence.

The Satgas PPKPT is mandated to support university leadership in policy formulation, conduct systematic socialization programs, provide accessible reporting mechanisms, investigate cases, coordinate with disability service units, facilitate referrals to external

institutions, monitor policy implementation, and submit periodic accountability reports. Among these functions, socialization activities have become the primary focus.



Figure 4. Socialization by the PPKPT Task Force

As illustrated in Figure 4, the task force actively participates in campus and faculty events in collaboration with other service units to disseminate information on counseling services, disciplinary mechanisms, and reporting procedures. One task force member noted that *“before 2024, there was no massive socialization like there is now; currently, the task force is increasingly present in orientation and faculty events, although student responses remain relatively neutral”* (Interview, October 22, 2025).

Despite these efforts, outreach activities are still largely dependent on existing campus or faculty programs rather than independently initiated initiatives. This limitation is partly attributed

to the recent rebranding of the task force from PPKS to PPKPT, which expanded its mandate and required renewed public recognition. As explained by a task force member, *“initially the task force only handled sexual violence, but since 2024 it has covered all forms of violence, and membership has also expanded to include students”* (Interview, October 22, 2025). The organizational composition of the task force, shown in Figure 5, reflects interdisciplinary representation from various faculties, involving lecturers, educational staff, and students, thereby strengthening institutional legitimacy and participatory governance.

NAMA, JENJIS KELAMIN, NIP/NIM	JABATAN	STATUS DAN UNIT KERJA	NAMA, JENJIS KELAMIN, NIP/NIM	JABATAN	STATUS DAN UNIT KERJA
Dr. Anis Agung Nugroho Masri Indahastuti-Supriyanti Marita, S.T.	Orasi/anggota	Devisi Fakultas Psikologi	Andina Ramadhani (Perencanaan)	Anggota	Mahasiswa Fakultas Ilmu Sosial dan Ilmu Politik
(Perencanaan) 15030201020002			Andina Rizka Saifri (Perencanaan)	Anggota	Mahasiswa Fakultas Ilmu Budaya
Celina Kusumawati, S.H.	Sekretaris/anggota	Smpg Pendidikan	Galuh Perera Chandra (Perencanaan)	Anggota	Mahasiswa Fakultas Sains dan Matematika
(Perencanaan) 1504020101000003		Fakultas Pendidikan dan Ilmu Sains	Erwin Ananda Harsono (Perencanaan)	Anggota	Mahasiswa Fakultas Psikologi
Dr. Hening Hidayat, M.Ed., Psikologi	Anggota	Devisi Fakultas Psikologi	Gaib Perera Chandra (Rata-Rata)	Anggota	Mahasiswa Fakultas Sains dan Matematika
(Perencanaan) 15060101010001			Erwin Ananda Harsono (Perencanaan)	Anggota	Mahasiswa Fakultas Psikologi
Ardiansyah Edler, S.N., M.Sc., Ph.D., Psikologi		Devisi Fakultas Psikologi	Muhammad Arief Wijayanto (Rata-Rata)	Anggota	Mahasiswa Fakultas Teknik
(Perencanaan) 15070101010001			Muhammad Hafidul Ihsan (Rata-Rata)	Anggota	Mahasiswa Fakultas Ilmu Budaya
Hita Nuzia Erya Mubandari, S.Psi., M.Psi., Psikologi	Anggota	Devisi Fakultas Psikologi	Nawal Salsal Muzandi (Rata-Rata)	Anggota	Mahasiswa Fakultas Ilmu Sosial dan Ilmu Politik
(Perencanaan) 15070101010001			Priscilla Vania Recetya (Perencanaan)	Anggota	Mahasiswa Fakultas Ilmu Sosial dan Ilmu Politik
R. Nuruzri Ayu Sambok, M.Ed.SDA, Sp.2.P.	Anggota	Devisi Fakultas Keolaharagaan	4200121141169		
(Perencanaan) 15080101010002					
Dr. Fanni Dharma, M.Si.Med., Sp.K.I.	Anggota	Devisi Fakultas Keperawatan			
(Perencanaan) 15090101010001					
Dr. Ruzmanita Dharma, M.Si.Si	Anggota	Devisi Fakultas Hukum			
(Rata-Rata) 15090101010001					
Dr. Yuziana, S.H., M.Hum.	Anggota	Devisi Fakultas Hukum			
(Rata-Rata) 15090101010001					
Umarulhasan Hidayat, S.H., S.H.	Anggota	Devisi Fakultas Hukum			
(Perencanaan) 15090101010001					
Rizka Nurca Gani, S.T.	Anggota	Smpg Pendidikan			
(Perencanaan) 15090101010001		Fakultas Ilmu Sosial dan Ilmu Politik			
Andi Rizka Nurca Gani, S.T.	Anggota	Mahasiswa Fakultas Hukum			
(Perencanaan) 15090101010001					
Andri Dekar Wijayanto (Perencanaan)	Anggota	Mahasiswa Fakultas Ilmu Sosial dan Ilmu Politik			
(Perencanaan) 15090101010001					

Semarang, 24 Desember 2024
SEKTOR UNIVERSITAS DIPONEGORO

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PROF. DR. HUSAINIBOMBO, SE., M.Si.
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Sollman sesuai dengan aslinya
Ditandatangani dan Orisinalnya

(Signature)
Dr. Yuziana, S.H., M.Hum.
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Figure 5. List of Members of the PPKPT Task Force at Diponegoro University for the 2024-2026 Period

Transparency and accessibility are further emphasized through publicly available contact information and reporting links, as presented in **Figure 6**. However, field observations and interview findings indicate persistent challenges related to responsiveness.

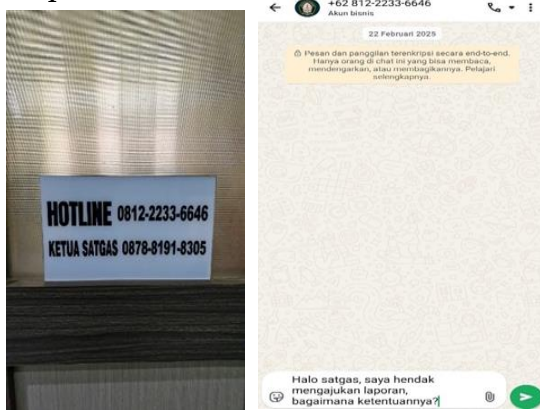


Figure 6. Contact Information for the PPKPT Task Force

Delays in communication and the absence of continuous service availability raise concerns regarding victim protection. A task force member acknowledged that *"services are not available 24/7 and responses may take time, which remains a major concern"* (Interview, October 22, 2025). These issues echo earlier criticisms reported by student media (Figure 6), suggesting continuity of structural weaknesses from the previous PPKS era.

In terms of case handling, investigative complexity, inconsistent testimonies, and insufficient evidence are identified as major obstacles. As stated in an interview, *"investigations require detailed documentation of all parties' statements, which can be confusing when testimonies change or evidence is weak"* (Interview, October 22, 2025). Consequently, collaboration with faculties, counseling units, hospitals, and legal authorities becomes essential. Faculty support and rectoral backing are highlighted as key enabling factors for effective investigations and referrals.

Overall, while the PPKPT Task Force demonstrates institutional commitment and increased visibility, persistent challenges in responsiveness, coordination, and independent outreach indicate the need for capacity strengthening. Awareness of these shortcomings among task force members constitutes an important foundation for future improvements, reinforcing the notion that effective institutional change begins with internal reflection and acknowledgment of limitations.

C. Implementation of Violence Prevention and Handling Policies at the Faculty of Psychology, Diponegoro University

The implementation of violence prevention and handling policies at the Faculty of Psychology, Diponegoro University, demonstrates a proactive, preventive, and service-oriented approach that supports the broader university framework. The Faculty of Psychology has long shown a strong institutional concern for issues related to violence, mental health, and psychological well-being. This commitment is reinforced by the involvement of senior faculty members in university-level policy implementation, including the role of a psychology lecturer who previously served as the first chairperson of the task force when it operated as the PPKS Task Force. Notably, no cases involving members of the Faculty of Psychology have been reported to or by the PPKPT Task Force, indicating a relatively effective internal prevention environment.

At the policy level, the Faculty of Psychology adopts Rector Regulation Number 13 of 2022 as the primary guideline for violence

prevention and handling. This regulation is operationalized through academic governance that prioritizes student well-being, ethical conduct, and psychological safety. Rather than relying solely on disciplinary mechanisms, the faculty emphasizes early prevention through structured support services and mental health interventions.

A key institutional mechanism supporting this approach is the Psychology Services Unit (JAPSI), which functions as a professional psychological service provider for both students and the general public.



Figure 7. Main Page of the Psychological Services Website (JAPSI)

As illustrated in Figure 7, JAPSI operates through a dedicated online platform that facilitates access to counseling, psychological testing, and consultation services. One informant explained that “JAPSI provides counseling and psychological testing, with free testing for psychology students, although there is a waiting

list and registration must be done online” (Interview, October 22, 2025). While JAPSI does not formally accept violence reports, its role in providing guidance and psychological support contributes significantly to early intervention and emotional recovery.

JAPSI’s services are grounded in professional ethics, confidentiality, and evidence-based psychological practice. The unit integrates academic knowledge, practical application, and research findings, ensuring that services remain scientifically valid and responsive to client needs. In addition to individual and group counseling, JAPSI offers assessments, training, and therapeutic interventions, thereby supporting both personal recovery and institutional well-being. Several psychologists serving in JAPSI also hold membership in the PPKPT Task Force, creating an informal but important linkage between faculty-level services and university-level violence handling mechanisms.

Institutionally, JAPSI upholds core values of progressiveness and integrity. Progressiveness is reflected in continuous service development and responsiveness to emerging mental health challenges,

while integrity is maintained through strict adherence to professional standards set by the Indonesian Psychological Association (HIMPSI). This ethical foundation strengthens JAPSI’s credibility and fosters trust among service users.

Accessibility and transparency are further supported through clearly disseminated contact information, as shown in Figure 8. JAPSI provides fixed service hours during weekdays, along with official telephone and email contacts for appointment scheduling.



Figure 8. Contact Information for the Psychology Services

However, services are limited to working hours, indicating that support outside these periods remains unavailable. Despite this limitation, the structured service system enables orderly access and professional handling of psychological needs.

Overall, the Faculty of Psychology exemplifies a

preventive model of violence handling that prioritizes mental health services, ethical governance, and early intervention. While JAPSI does not function as a formal reporting unit, its strong service orientation and integration with university structures significantly contribute to a safe and supportive academic environment.

D. Implementation of Violence Prevention and Handling Policies at the Faculty of Engineering, Diponegoro University

The implementation of violence prevention and handling policies at the Faculty of Engineering, Diponegoro University, reflects both heightened reporting awareness and persistent structural challenges. The Faculty of Engineering is recorded as one of the faculties with the highest number of submitted and received reports on the PPKPT Task Force website. Rather than indicating a negative institutional climate, this condition may also reflect increased student awareness and courage to report incidents of violence. In line with Rector Regulation Number 13 of 2022, the faculty has adopted internal mechanisms aimed at ensuring student safety and well-being.

Unlike other faculties that rely on formal wellness units, the Faculty of Engineering operates a faculty-based complaint and support mechanism known as *Ruang Bicara* (Discussion Room). This unit was initiated by students in response to increasing cases of sexual violence, mental health problems, and hazing—an issue particularly prevalent within engineering faculties and often involving physical and psychological violence during senior–junior initiation processes. The presence of Ruang Bicara signals an acknowledgment that institutional toughness may mask vulnerability rather than resilience.

Ruang Bicara functions as a safe and responsive space for reporting and assistance, providing counseling, psychological support, and facilitation of cadre-related complaints. Operationally, it collaborates with the Faculty Student Counseling Agency (BKM) and consists of 22 members organized into counseling, media, public relations, and project management divisions. Complaint handling follows standardized procedures, allowing survivors up to three counseling sessions, with referrals to professional services when necessary. In more serious

cases, coordination with university authorities or external institutions is conducted to ensure compliance with legal and institutional frameworks.

Confidentiality is identified as a critical operational principle. Ruang Bicara limits access to case information strictly to relevant parties and based on victim consent. Periodic evaluations and socialization efforts, including seminars, are conducted to raise awareness of sexual violence, mental health, and student leadership development. The faculty has also begun adopting digital platforms to enhance accessibility, including social media, Line-based complaint channels, and a website (**Figures 9**), although the website remains limited in informational content.



Figure 9. Main Page of Ruang Bicara Website

Despite these structural efforts, student interviews reveal significant gaps in awareness, accessibility, and trust. One student stated that *“I only knew about the PPKPT Task Force from a lecturer and was unaware of any faculty-level unit”*, while another noted that *“I heard about the task force from friends, not from its members or social media”* (Interviews, October 16, 2025). Both students were unaware of the existence of Ruang Bicara, indicating weak outreach and branding even within the faculty itself.

Perceptions of service complexity, embarrassment, and slow response times further discourage utilization. As expressed by informants, *“the process seems complicated”* and *“I would feel embarrassed using internal services”*. These sentiments point to a lack of perceived safety and confidentiality, particularly when service providers are part of the same academic environment. Both students rated the effectiveness of violence prevention services as inadequate, emphasizing the absence of socialization as a major weakness. One informant rated the system *“6 out of 10, mainly because there was no socialization”*, while

another bluntly stated that *“it is still not good”*.

Overall, while Ruang Bicara represents an important faculty-level initiative, its effectiveness is undermined by limited visibility, insufficient outreach, and low student trust. The findings suggest that the success of violence prevention policies depends not only on institutional structures but also on consistent socialization, accessible services, and the cultivation of a safe environment where students feel confident seeking help.

E. Implementation of Violence Prevention and Handling Policies at the Faculty of Social and Political Sciences, Diponegoro University

The implementation of violence prevention and handling policies at the Faculty of Social and Political Sciences (FISIP), Diponegoro University, demonstrates a relatively mature and institutionalized approach centered on student wellness and early intervention. In line with Rector Regulation Number 13 of 2022, FISIP established the Fisip Wellness Unit (FWU) in 2023, one year after the formation of the university-

level PPKS Task Force. The FWU serves as a faculty-based unit dedicated to addressing bullying, mental health concerns, intolerance, and minor cases of violence, reflecting the faculty’s strong commitment to safeguarding academic well-being.

The FWU operates as a wellness-oriented unit rather than a formal investigative body. Its scope prioritizes mental health, academic issues, and mild forms of violence, while moderate to severe cases are referred to the PPKPT Task Force. As explained by the coordinator, *“FWU focuses on wellness and only handles minor cases; serious cases are coordinated with the PPKPT Task Force, and each unit understands its role”* (Interview, October 23, 2025). This clear division of authority has enabled relatively smooth coordination and minimized institutional overlap, even though simultaneous reporting occasionally occurs due to student impatience.

Operationally, the FWU provides free counseling services, psychological consultations, peer counseling, education, and case assistance. Mental health issues—particularly anxiety—constitute the majority of reports, accounting for

approximately 60% of handled cases. The availability of psychologists is a critical strength, as students often lack the financial means to seek external psychological services. One coordinator emphasized that *“counseling usage continues to increase, and many students require multiple sessions”* (Interview, October 23, 2025). This trend highlights both the growing trust in the FWU and the escalating demand for mental health support.



Figure 10. Fisip Wellness Unit Room

In terms of facilities, the FWU is supported by dedicated infrastructure. As shown in Figure 10, two counseling rooms are provided—one for general counseling and one for specialized services—demonstrating tangible institutional support from faculty and university leadership. A coordinator noted that *“the leadership consistently supports FWU*

programs and provides space and facilities” (Interview, October 23, 2025). This structural support strengthens the unit’s operational legitimacy and effectiveness.



Figure 11. Contact Information for the Fisip Wellness Unit

Accessibility is another notable strength of the FWU. As illustrated in Figure 11, the unit offers clear contact information through its website, Google Forms, and WhatsApp hotline, all of which function effectively and are easy for students to use. Students perceive the FWU as more accessible than the PPKPT Task Force. One student stated, *“I knew about the Fisip Wellness Unit early on, but only learned about the PPKPT Task Force during this interview”* (Interview, October 16, 2025). This indicates stronger faculty-level branding and proximity compared to university-level mechanisms.

However, several limitations remain. The FWU faces constraints in human resources, as the number

of personnel is insufficient relative to the growing volume of cases. Social media outreach is also limited due to staffing shortages, even though students increasingly rely on digital platforms. As one student suggested, *“FWU services are good, but an Instagram account would make access easier and reduce hesitation”* (Interview, October 16, 2025). Additionally, the physical appearance of the FWU room and limited public-facing outreach reduce its visibility beyond those already familiar with faculty networks.

Overall, the Fisip Wellness Unit has been largely successful in implementing violence prevention and handling policies at the faculty level. Its strengths lie in fast response times, accessible services, psychological expertise, and strong institutional support. Nevertheless, sustainability will depend on strengthening human resources, expanding outreach—particularly through social media—and enhancing collaboration across units to ensure comprehensive and long-term effectiveness in violence prevention and student protection.

F. Implementation of Violence Prevention and Handling Policies at the Faculty of Psychology, Faculty of Engineering, and Faculty of Social and Political Sciences, Diponegoro University

The implementation of violence prevention and handling policies at the Faculty of Psychology, Faculty of Engineering, and Faculty of Social and Political Sciences of Diponegoro University reflects uneven outcomes when examined through George C. Edwards III’s policy implementation framework and a top-down governance approach. At the normative level, Diponegoro University has established a formal regulatory basis through Ministerial Regulation Number 55 of 2024 and Rector Regulation Number 13 of 2022. However, the lack of full synchronization between national regulations and university-level policies has generated implementation gaps, as some internal regulations still refer to outdated frameworks. This policy lag results in differing levels of readiness and adaptation among faculties, indicating that centralized policy direction has not been accompanied by uniform

operational adjustments at the faculty level.

From a communication perspective, policy socialization remains inconsistent across faculties. While the PPKPT Task Force has attempted to disseminate information through formal activities such as new student orientation, awareness among students varies significantly. JAPSI at the Faculty of Psychology demonstrates relatively effective communication through digital platforms, making its services more visible and accessible. In contrast, the Faculty of Engineering's Discussion Room is less recognized by students due to limited outreach and weak dissemination strategies. The Faculty of Social and Political Sciences' Wellness Unit benefits from visible offline communication, such as banners, yet lacks social media support. These differences illustrate fragmented communication patterns that hinder students' understanding of reporting mechanisms and available services, ultimately affecting policy effectiveness.

Resource availability also plays a decisive role in shaping implementation outcomes. The PPKPT Task Force faces human

resource constraints because many of its members are lecturers with multiple responsibilities, which affects responsiveness to reports. JAPSI is comparatively better resourced, supported by a more structured service system and professional personnel. The FISIP Wellness Unit possesses competent human resources but remains limited in capacity, while the Faculty of Engineering's Discussion Room suffers from weak internal commitment despite having a relatively large organizational structure. These disparities confirm that implementation success is strongly influenced by both the quantity and quality of available resources.

The disposition of implementers further differentiates policy performance across faculties. Units such as JAPSI and the FISIP Wellness Unit demonstrate strong commitment through responsive services, consistent engagement, and collaboration, whereas weaker commitment is evident in other units, particularly in outreach and monitoring efforts. Bureaucratic complexity also poses challenges, as overlapping authorities, layered procedures, and unclear standard operating procedures create confusion among students

regarding reporting channels. Overall, policy implementation at Diponegoro University remains fragmented and uneven, highlighting the need for improved coordination, strengthened communication, equitable resource distribution, simplified bureaucracy, and enhanced commitment among implementers to ensure more effective and sustainable violence prevention and handling across faculties.

CONCLUSION

In conclusion, the implementation of violence prevention and handling policies at Diponegoro University is guided by Ministerial Regulation Number 55 of 2024 and Rector Regulation Number 13 of 2022, although the latter has not yet been updated to fully align with the expanded scope of violence regulation. Viewed through George C. Edwards III's policy implementation framework, the overall implementation can be considered moderately effective. Communication from the national level to the university and faculty units has functioned relatively well, as reflected in the prompt establishment of the PPKPT Task Force, yet limited socialization has resulted in many students

remaining unaware of existing mechanisms. Resource availability remains a key challenge, particularly in terms of human resources, as increasing case volumes strain units whose members also carry academic responsibilities, despite adequate facilities and budgetary support. The disposition of implementers is generally positive, characterized by strong commitment and willingness to engage directly with cases of violence. Bureaucratically, the structure and division of authority are relatively clear, with differentiated handling of cases based on severity and established coordination between faculty units, the task force, and university leadership. Overall, while the policy framework and implementer commitment provide a solid foundation, improvements in regulatory synchronization, outreach, and staffing are necessary to strengthen the effectiveness and sustainability of violence prevention and handling at the university.

RECOMMENDATION

There are a number of strategic steps that need to be considered to improve the effectiveness of their implementation.

1. Strengthen communication and policy socialization by implementing systematic and continuous outreach programs for the entire academic community, particularly students, through seminars, workshops, social media, and easily accessible reporting platforms to improve awareness of the PPKPT Task Force and violence prevention and handling mechanisms.
2. Enhance human resources and capacity building by increasing the number of members in the PPKPT Task Force and supporting units, while providing regular training to improve responsiveness, professionalism, and the effective use of existing facilities and budgets.
3. Maintain and reinforce implementers' commitment through institutional appreciation, incentives, and moral support to sustain motivation, professionalism, and psychological resilience among task force members and related units.
4. Improve bureaucratic coordination and evaluation mechanisms by strengthening

cross-unit collaboration, conducting periodic SOP evaluations, and ensuring clear, consistent referral procedures to external authorities when necessary, while prioritizing victim protection and justice.

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