

## **Improving Gender Equality in Education Services at Senior High School: The Challenges to Preventing Sexual Violence Through School Management Standard**

**Ismi Dwi Astuti Nurhaeni<sup>1</sup> and Yusuf Kurniawan<sup>2\*</sup>**

<sup>1</sup>*Department of Public Administration, Faculty of Social and Political Sciences, Universitas Sebelas Maret, Surakarta 57126, Indonesia*

<sup>2</sup>*Department of English, Faculty of Cultural Sciences, Universitas Sebelas Maret, Surakarta, 57126 Indonesia*

### **ABSTRACT**

Sexual violence is considered a serious problem due to its keep-increasing cases. Schools play very important role in preventing sexual violence by providing educational services based on gender equality through school management standard. This study evaluates the implementation of management standard of gender-responsive school and the challenges to preventing sexual violence. Four senior high schools in Sragen Regency Indonesia were selected. The quantitative data were collected from a survey to 198 respondents comprising principals, teachers and students. The qualitative data were obtained from focus group discussions. The quantitative data were analyzed using percentage, whilst the qualitative data were analyzed using interactive-model analysis of Miles and Huberman. The findings show that the majority of the respondents (96.5%) stated that school management standard had been gender-responsive. Nevertheless, the schools did not have sufficient facilities and infrastructures which could prevent sexual violence. The challenges to preventing sexual violence are the schools' willingness to build critical awareness of all students, teachers, employees and parents by formulating their vision, mission and strategy based on gender equality values, developing the principles of conduct and integrating sexual violence issue into the schools' academic and non-academic activities.

*Keywords:* Gender equality, sexual violence, school management standard

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*E-mail addresses:*

[ismidwiastuti@staff.uns.ac.id](mailto:ismidwiastuti@staff.uns.ac.id) (Ismi Dwi Astuti Nurhaeni)

[yusuf@staff.uns.ac.id](mailto:yusuf@staff.uns.ac.id) (Yusuf Kurniawan)

\* Corresponding author

### **INTRODUCTION**

In many countries sexual violence is considered a serious problem. According to United Nations Children's Fund [UNICEF] (2014), about 120 million girls from all

over the world ever experienced forcible sexual intercourse and other forms of sexual actions in their lives. Nine countries having been investigated, i.e. Uganda, Congo, Zimbabwe, Malawi, Nigeria, Liberia, Mozambique, Nepal and Tanzania, 6%-21% of girls aged 15-19 years ever underwent forcible sexual intercourses. The latest percentage is in Nigeria (6%) and the highest is in Congo (21%). Even, the data analysis from all girl samples and girls aged 15 to 49 asserted that most of them experienced first sexual violence incidents when they were teenagers between 15 to 19 years of age. The comparative data of the 42 low to medium income countries show that the prevalent level of sexual violence towards teenage girls is still very high especially in Africa (UNICEF, 2014).

According to Indonesian Women National Commission there were 293,220 cases of violence in 2015 and 3860 of them dealt with sexual violence towards women. Whereas in 2017 the number of violence cases decreased to 259,150 but the number of cases of sexual violence and physical violence increased sharply to 10,205 (Komisi Nasional Perempuan, 2015, 2017).

The data show a paradox that although Indonesian government had stated zero-violence policy, simultaneously the number of victims of sexual violence even reached emergency level instead. Accordingly, a real policy directly related to the handling and or the prevention of violence towards future "victims" is strongly required.

The problem is whether sexual violence is considered public or private problem. If it is considered public problem, should the state and its public policies be required? Should the state participate in solving the problem? What kind of public policy is expected to be able to resolve the problem? Or who should be responsible to prevent and or handle the problem? Conversely if sexual violence is considered private problem, the state and community should not necessarily interfere.

There are different points of view whether sexual violence is considered private or public problem. These different opinions implicate on who should be responsible for the problem. Many people believe that sexual violence is not considered serious problem and therefore it belongs to private area. Thus, only parents who have responsibility for preventing sexual violence. A research conducted by National Sexual Violence Research Center reveals that parents are the ones who are responsible for sexual violence since they are uniquely positioned to assist children and teens experiencing sexual violence, as they often see the warning signs – sudden changes in behavior or mood, lower grades, social withdrawal – before others (National Sexual Violence Research Center, 2014). In Indonesia, violence against women is not acknowledged or recognized as a problem since incest, rape and domestic violence are all considered taboo subjects. Women who are beaten, tortured or abused by their husbands may not able to obtain community

support because they will conceal what they undergo (Kortschak, 2012). Eventually, people see the sexual violence doers as a victim of external conditions such as broken-home family, uncaring parents, drugs abuse or media. Consequently, parents are seen as the most responsible.

In contrast, other people recognized that sexual violence belongs to public sphere. Therefore, not only parents but also government together with parents and society are responsible (Bhuvaneswari & Sibnath, 2016; Bogueanu, 2014; Cabral & Campbell, 2013).

In my point of view, sexual violence is a serious problem and the government, parents and society should take part in preventing the problem from arising. If it is ignored, the number of its cases will keep increasing. The government's important role is to ensure that the public policies produced are able to give protection towards public.

Schools play a very important role in preventing sexual violence since many of the cases happened to teenagers and they spend more times at schools (Mallet & Herbe, 2011). Moreover, sexual violence is frequently committed by people known by the victims, for instance spouse and social environment. In Indonesia there are a number of examples of violence towards women involving the spouse (husband) and the social environment. The examples on how Indonesian women particularly experience sexual and physical violence can be found in the research conducted by Aisyah (2014), Bennett et al. (2011), Hayati et al. (2015), and Krahe (2017).

The best way to prevent more cases of sexual violence from happening is to provide educational services based on gender equality through school management standard. Therefore, schools should develop school management standard which is able to prevent students from becoming the doers of sexual violence.

Indonesian government has implemented a program named gender responsive school since 2012. Gender responsive school was designed through the compilation aspects of academic, social, physical environment, and public society which gave strong attention to the specific needs of male and female in balance. Therefore, teachers, parents, and the surrounding environment are expected to realize and pay close attention to any action supporting equity and equality. According to Kementerian Pendidikan dan Kebudayaan Republik Indonesia [Indonesian Ministry of Education and Culture] (2013), there are three things that should be given attention in actualizing education in gender responsive school, i.e. (1) school management components, (2) learning process, and (3) male and female involvement in public role. The program is not easily implemented because of cultural values that tend to put women in less valuable position than men.

This article focuses on the studies about the role of management standard of gender responsive school and the challenges to preventing sexual violence. The management standard of gender responsive school is classified into school policies and management, school organizations and culture, and school facilities and infrastructure.

## METHOD

This study was carried out in Sragen Regency, Central Java Province, Indonesia based on three considerations. Firstly, the regency has the lowest Gender-related Development Index (GDI) and Gender Empowerment Measure Index (GEM) in Central Java, Indonesia (GDI of Sragen in 2012 was 67,23 and 92,13 in 2014) (Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, 2013, 2014). Whilst GEM of Sragen in 2012 was 57,58 and increased to 61,75 in 2014. Secondly, Sragen regency has implemented Gender Mainstreaming in education in accordance with the Regulation of Education Minister Number 84 Year 2008 on Gender Mainstreaming in Education, especially it has implemented gender responsive school program since 2012. Thirdly, the number of cases of sexual harassment and sexual violence in the regency tended to increase in the last few years (from only 4 cases in 2015 to 14 cases in 2016) (Wardoyo, 2016).

Four Senior High Schools in Sragen Regency were deliberately selected based on the types of school (public or vocational school) and specificity of vocational school (focussing in information technology, culinary art and administration). Based on these criteria, this study was carried out at one senior high school and three senior vocational high schools, which are situated in rural and urban areas.

It is a descriptive study, which delineates the implementation of gender-issue integration into the management

standard of schools and its challenges to preventing sexual violence, supported with quantitative and qualitative data. The quantitative data were collected through a survey to 198 respondents, comprising of principals, teachers, and students. However, the qualitative data were collected through Focus Group Discussions (FGDs).

The quantitative data were analyzed using descriptive-statistic percentage based on the school category and gender responsiveness of school management standard category. Moreover, the qualitative data-analysis technique employs interactive model of Miles and Huberman (in Denzim & Lincoln, 2009). The data analysis comprised three inter-connected sub-processes, i.e. data reduction, data display and conclusion/verification.

In data reduction phase, the data were simplified by referring to the research instruments. Then, the selected data were summarized, coded, clustered and narrated in written form. In the data-display phase, the structured-summary was made and short description was done by using matrix with text and figures in cells. In conclusion/verification phase, the process of interpretation and determination of meaning of the displayed data were conducted. In this phase, comparative method, formulation of pattern and theme, clustering, and confirmative method (triangulation) were carried out.

The indicators used in assessing the implementation of management standard of schools are described in Table 1.

Table 1  
Indicators and description of school management standard

Indicator	Description
School Policy and Management	<p><i>School Policy</i></p> <p>Vision and mission of school support the implementation of gender equality education</p> <p>Schools have activities endorsing the similarities on access, participation, control and benefit to both male and female.</p> <p><i>School management</i></p> <p>Integrating gender into the syllabi and lesson plans</p> <p>Integrating gender into learning materials &amp; learning sources</p> <p>Integrating gender into learning media</p>
School Organization and Culture	<p><i>School Organization</i></p> <p>School organizational structure represents the representation of male and female proportionally and is not subordinate in the allocated jobs</p> <p>School develops regulations to assure the representation of male and female proportionally in the school organizational structure</p> <p><i>School Culture</i></p> <p>The schools develop values and norms of appreciating to each other between male and female.</p>
School Facilities and Infrastructure	<p>Schools provide facilities and infrastructure which respond the different needs of men and women due to sex and gender, such as desks, school health center and counseling teachers.</p>

## RESULTS AND DISCUSSION

### Implementation of the Management Standard of Gender-responsive School

Management standard of gender responsive school is school management which is based on gender equality and equity (Departemen Pendidikan Nasional, 2008). In this research the school management standard is seen from three aspects, namely school policy and management, school organization

and culture and school facilities and infrastructure. The implementation of the three aspects at the schools are expected to be able to prevent sexual violence from occurring on students.

Based on research result of the three aspects, the majority of the respondents (96.5%) stated that the education management standard had been gender-responsive (see Table 2).

Table 2  
Gender responsiveness of school management standard

Category	Name of School	Categories		Total
		Less-Gender Responsive	More-Gender Responsive	
Public Senior High School	SMA 3 Sragen	1	46	47
Public Vocational High School	SMK 2 Sragen	0	50	50
	SMK 1 Sragen	2	49	51
	SMK 1 Gesi	4	46	50
TOTAL		7	191	198
Percentage		3,5	96,5	100

Source: Primary data

The respondents' statement does not match the real condition in the field where the criteria have not shown the indicators of management of gender responsive school. The findings are elaborated in details below.

**School Policy and Management.** The first criterion of the management standard of gender responsive school is the availability of the school policy and management supporting the implementation of gender equality education. This can be seen from the integration of gender equality in the schools' visions and missions and activities endorsing the similarities on access, participation, control and benefit to both male and female.

Table 3 shows that the schools have inserted important character values into their vision and mission. They are developed

at school based on religious attitude and behavior and that of rooted in the values of Indonesian culture. The values such as being faithful, noble, competent, competitive, qualified, smart and independent and also having national personality characteristics are developed in the schools' vision and mission. In addition, the mission of producing human resources having noble and virtuous characters is also developed.

Besides integrating into the visions and missions the schools should also integrate gender into the school plan. Based on the focus group discussion the four schools had integrated gender into their school plan. One of the principals explained that the gender integration into the school plan was implemented through activities which could improve the understanding of the school community about gender,

Table 3  
*Integration of gender equality in the schools' vision and mission*

Category	Name of School	Vision	Mission
Public Senior High school in urban area	SMA 3 Sragen	Having noble character Cultured	Developing potentials maximally in both academic and non-academic fields
Public Vocational High School	SMK 2 Sragen	Being competent, competitive and having national personality characteristics	Having noble character by developing religious attitude and behavior Having attitude and behavior that are rooted in Indonesian cultural values
	SMK 1 Sragen	Faithful, competent, competitive and having national personality characteristics	Being faithful and noble by developing religious attitude and behavior. Willing to tolerate other people, to cooperate and appreciate each other, being disciplined, honest, cooperative, creative and innovative. Caring of social environment and loving peace
	SMK 1 Gesi	Having noble character, being qualified, smart and independent	Producing human resources having noble and virtuous characters

Source: Primary data

for example conducting competitions in commemorating Kartini's Day, Hero's Day and the Independence Day. The competitions conducted constitute the ones that are capable of endorsing the participation of all school community both male and female, for instance the competitions of paired dance and hero drawing.

The gender integration into the school plan is expected to be able to endorse school community to be able to understand and comprehend gender, so that both male and female students will be able to appreciate each other and prevent sexual violence from happening.

The development of character values which is based on religious values and rooted to the Indonesian national culture is expected to be able to be used as a shield for preventing sexual violence.

In addition to gender integration into the vision and mission activities which endorse the similarities on access, participation, control and benefit to both male and female, the schools need to develop management of gender responsive school. It is important to prevent sexual violence at school since there are some matters which can be integrated, such as syllabi, lesson plans, learning materials, learning sources and learning media. By integrating gender into them it is expected that this will provide the students with understanding about how to prevent sexual violence at schools through relevant studies.

Based on the focus group discussion, the teachers have not put the issue of sexual violence towards women and its regulations

into the teaching materials. In the teaching and learning process the teachers did not integrate the issue of violence towards women into the teaching materials yet, such as that of Indonesian language and Civic education. The issue of sexual violence towards women can be relevant to be taught in the teaching materials at schools.

**School Organization and Culture.** The second criterion of the management standard of gender responsive school is school organization and culture. The research result finds that school organization represent the representation of male and female proportionally and are not subordinate in the allocated jobs. Meanwhile the school culture describes norms and values which refer to the available regulations and norms protecting the possibility of students undergoing sexual violence.

The research result finds that the character values represented in the school vision and mission then are more elaborated in the forms of schools' code of conduct regulating the prohibitions to men and women for doing any kind of action potentially triggering the action of sexual violence. Some of the values integrated to gender equality values are having noble character, being cultured, faithful and virtuous.

Those values are juxtaposed for actualizing competent, competitive, qualified, smart and independent human resources. The followings are the code of conduct having seen to have potential to cause sexual violence: (1) prohibition to

female students to wear flashy-colored lingerie and are not permitted to behave pornographically or impolitely (*SMA 3*); (2) prohibition to wear inappropriate apparels or have excessive make-up (*SMK 2*); (3) female students are forbidden to wear sexy clothes, to get pregnant and male students are forbidden to impregnate (the highest punishment score), forbidden to misuse alcoholic drinks, drugs and forbidden to wander around during school hours outside school, forbidden to bring pornographic materials (comic, magazine, photo or video) (Extracted from each of the schools' codes of conduct).

The implementation of the values were followed with sweeping actions on pornographic materials (primarily pictures and videos) of the students' cellphones. When teachers find pornographic materials on students' cellphones then they will give them advice and invite their parents to go to school. In the case of students who break the rule, their cellphones are confiscated until their parents redeem them and they are asked to promise not to do that again. (Extracted from Focus Group Discussion).

### **School Facilities and Infrastructure.**

The third criterion of the management standard of gender responsive school is the availability of facilities and infrastructure which respond the different needs of men and women due to sex and gender, such as desks, school health center and counseling teachers.

The research reveals that the type of students' desks are not gender-responsive, since the front parts are not covered. This

can trigger the action of sexual harassment or sexual violence to female students. The toilets are also still not gender responsive, for instance at one of the schools the students are female dominated. Thus the toilets provided are merely for female students. In the case of the room of school health center, three schools do not have separated rooms for male and female students. Moreover, to prevent sexual violence the schools installed CCTV at the spots suspected to cause sexual violence such as the classrooms, school alleys, around the toilets and parking lot.

### **The Challenges to Preventing Sexual Violence**

There are two challenges for school to preventing sexual violence. First, the schools' willingness to build a critical awareness of the students, teachers, employees and parents by formulating their vision, mission and strategy based on gender equality values; second, developing principles of conduct and integrating sexual violence issue into their academic and non-academic activities.

### **Schools' Willingness to Build a Critical Awareness on Gender Equality Values.**

The research reveals that one of the biggest challenges in implementing school policies to preventing sexual violence is the strong commitment to build critical awareness of all students, teachers, employees and parents by formulating the schools' visions, missions and strategies based on gender equality and equity values. The vision and mission are used as references in formulating the attitude



and behaving to all schools' stakeholders in providing education services to the students.

The necessity of strong commitment is in line with Chopra (2016), Salvesen et al. (2018), Van de Pas et al. (2017), and Zwetsloot and Kines (2017). Chopra (2016) defined commitment as an actor's willingness and intent to take actions to achieve a set of objectives, and to sustain the actions overtime. Van de Pas et al. (2017) argued that commitment was a form of responsibility to solve problems required by national governments and stakeholders around the world. Salvesen et al. (2018) stated that commitment was important since it referred to the willingness of government agency to implement policies. In addition, according to Zwetsloot and Kines (2017), commitment can behold the extent of member's involvement in the organization and it can prevent a case from occurring in undesirable thing. The content of the commitment itself can mean strong belief and acceptance of the organization's goals and values, the willingness to exert great effort on behalf of the organization, and a strong desire to maintain membership in the organization.

Based on the statements the components of commitment cover (1) willingness and intent of actors; (2) responsibility to solve the problem; (3) strong belief and acceptance of the organization's goals and values.

In the context of sexual violence prevention at school, all students, teachers, employees and parents should have strong willingness and intent and responsibility

to solve the problem. They should also have belief and acceptance towards the organization's goals and values. In a gender-responsive school organization, the commitment to solve a problem is poured in the visions, missions, and strategies based on gender equality and gender equity values. According to Tonkovic (2016) vision presents an organization's desired future state projection and the mission explains the purpose and the reason of the policy implementation's present existence.

Thus, schools have to have strong commitment to integrate gender issues into their vision, mission, and strategies in preventing sexual violence. The strong commitment should be poured in the vision, mission, and strategy, so that this enables to grow strong intent of every single actor of education (i.e. principals, teachers, academic employees, students and parents) to be responsible in solving the problems of gender inequality, particularly gender violence.

The awareness about gender, especially in relation to actions in preventing sexual violence is necessarily raised among all education stakeholders. This agrees with what Jewkes et al. (2005) said that sexual violence happened because of patriarchal ideology where men's domination was higher. Sexual violence is also used as a punishment act to girls and considered a power and authority symbol of men. Therefore, the unbalanced gender relation should be re-deconstructed to become balanced-gender relation and schools play important role to implant this critical awareness.

The importance of schools in preventing sexual violence was stated by Ajuwon et al. (2004), Cabral and Campbell (2013), Shumba (2001) and Weist et al. (2009). According to Cabral and Campbell (2013), schools have a role as “a way out” for formal and informal help. Teachers and counselors are able to give their support and guidance formally to the victims and their parents by providing them with appropriate guidance for both law and medical services and sharing of their problems. According to Kiadarbandsari, et al. (2016), authoritative parenting styles, uninvolved parenting styles, and fathers’ level of education are significantly correlated to positive youth development (PYD). The authoritative parenting style was found to be the most significant predictor of higher PYD. These findings suggest that adolescents with authoritative parents in Malaysia show higher PYD and accordingly, they contribute to self, others and community.

Weist et al. (2009) explained that education program on the prevention of sexual violence at schools became one of the ways conducted by the US government to decrease sexual violence level at schools through Sexual Harassment/ Assault Prevention Program (SHAPP) focuses on preventing sexual violence covering intimidation, seduction, sexual harassment, sexual violence and violence in juvenile dating-life. According to Weist et al. (2009), schools implementing SHAPP have better school climate than that of not implementing SHAPP, improves secure-feeling among the students and staffs, and decrease sexual harassment/assault

and intimidation incidents at schools. The school’s role is very important because the victims do not have sufficient knowledge about their rights when they report the sexual violence case (Ajuwon et al., 2004).

Shumba (2001) stated that sexual violence prevention through schools is done by means of using (1) sex education, as part of the schools curricula and teachers’ education should be obligated to elementary and secondary schools; (2) Children should be taught about various aspects of their cultural aspects such as values, norms, and faith; (3) Department of Education, Sports and Culture should conduct workshops, seminars and conferences to make teachers, students and parents realize what can be and cannot be categorized as violence to children within schools’ curricula; (4) Students need to be aware of the impacts of HIV/AIDS when they are forced to have sexual intercourse and how they should protect themselves from the doers; (5) Schools have to give support service to the students who become the victims to help them cope with their problem.

In Indonesian context, the prevention mechanism of sexual violence should be implemented by state and public institutions by adhering to human rights. There is an urgent need for a law on sexual violence to better resolve sexual abuse cases (Osman, 2014), beside training for public servants across numerous government sectors, support for the establishment of integrated crisis center, and the development of police and medical guidelines for responding to rape and domestic violence (Bennett et al., 2011).

### **Developing Principles of Conduct and Integrating Sexual Violence Issue into their Academic and Non-Academic Activities.**

Based on the focus group discussion it was found that school regulations are considered potential for preventing sexual violence. The implementation of the schools' regulation covers the obligations that must be obeyed and the prohibitions that may not be violated. Each violation of the regulation will be levied sanction or punishment with leveled-scores, ranging from misdemeanors up to gross violations. Wearing flashy-colored lingerie which appeal sexual desire is considered violation of the school ethic and the doer will be given sanction with lower scored-punishment than impregnating a girl. The problem is there was no similar perception about factors triggering sexual violence and how to prevent that, for instance when the education stakeholders were asked about pornography they gave various answers. Regarding the case at *SMK 2 Sragen*, they defined pornography as being starkly naked, whereas being partly naked was not considered pornography (*SMK 2 Sragen*). In *SMK Gesi*, the education stakeholders did not have an agreement yet about the definition of pornography. Pornography category is based on the data of health institution, civil police unit, and public health center which conduct socialization about pornography, porn-actions and sex education to schools (*SMK Gesi*).

As a matter of fact there is regulation regulating pornography, i.e. Act No 44 Year 2008. Based on the regulation, pornography is a picture, sketch, illustration, photo,

writing, voice, moving pictures, animation, cartoon, conversation, body movement, or any other message through any means of communication media and/or a show in front of public which bears porn or sexual exploitation breaking obscenity norms of the society. Based on the definition of pornography regulated in the Article 1 point 1 of Act No. 44 Year 2008 the definition of pornography is not merely based on stark nudity or partial nakedness, but the stressing is whether or not it bears obscenity or sexual exploitation breaking the obscenity norms in the society. Even in being dressed-up completely or covered, obscenity or sexual exploitation can still be expressed through facial expressions, body languages or voices. The ones which are considered pornography are: sexual intercourse, deviating intercourse, sexual violence, masturbation, nudity or display expressing nudity, genitals or child pornography. The failure of understanding the act results in different interpretation about pornography itself among education stakeholders.

The execution of the schools' rules which integrate the issue of sexual violence is in line with the statement of Withey (2010), Moor (2011) and Ajuwon, et al. (2004). According to Withey (2010), there should be clear regulation regarding sexual violence and it should be socialized to public especially teenagers since they mostly have high curiosity about their opposite sex and things related to sex. Schools are considered one of the most effective institutions conveying materials about the regulation. Moreover, they can

also give materials pertaining with sex education. The materials about gender equality is necessarily inserted into the curricula in order to execute it.

Meanwhile based on what Moor's (2011) findings in Israel, it is stated that the formation of Association of Rape Crisis Center (ARCCI) is considered to be able to prevent sexual violence. The center was founded with the main vision to donate and endorse to rape victims and conduct workshops on preventing sexual violence conducted by a number of experts. The workshop materials cover information about coercions considered sexual violence actions, differentiating normative and coercive sexual behaviors, social impacts caused by sexual violence and the way how to cope with them and the potential of alcoholic drinks, drugs and pornography which can stimulate sexual violence action.

A study by Ajuwon, et al. (2004) is very relevant with the necessity of schools for developing educational programs enabling teenagers to get sensitive towards the unjust and unequal gender, and realizing that coercions in any form cannot be accepted. In addition, female teenagers must learn to communicate what they experience and it is presented in the schools code of conduct about how to communicate without harassing one of the genders. The program will be a lesson to teenagers to identify the situation causing sexual violence.

Damanik (2016) stated that in a patriarchal culture there were different points of view in viewing sexual violence. To female victim sexual violence is considered

a defect, whilst to male (the doers), sexual violence is considered a common thing. Women are taught to avoid sexual violence but men are never told that sexual violence is a serious crime.

It is not easy to explain the phenomenon through feminist theory due to various numbers of feminist theories. By referring to liberal educational feminists that focused on the importance of achieving gender equality through equal access and treatment in education, it is believed that only through the provision of equal educational experiences for both sexes a genuinely equal society could be developed (Arnot, 2007).

This is in line with that of pedagogy feminist theory. The theory states that gender equality should be applied at school for developing critical thinking and promoting social change towards gender equality (Arivia, 2016). With the theory, gender lens should always be utilized to examine the power distribution, to change the awareness, to see the oppression and to act to stop it. Accordingly, gender lens should be integrated in developing principles of conduct for preventing sexual violence.

## CONCLUSION

Gender-responsive educational services at high schools is considered capable of preventing sexual violence towards teenagers. This gender-responsive educational services was conducted through the implementation of gender-responsive school management, such as providing gender-responsive lesson materials and trainings to teachers in order

to understand gender equality and equity, compiling, executing and monitoring the implementation of the code of conduct of gender responsive school in order to create conducive schools' environment to both male and female students while learning and producing human resource development to manage gender-responsive school. The comprehension about gender equality and equity values will discourage education stakeholders to commit sexual violence. Therefore to build critical awareness of all students, teachers, employees and parents about gender equality, is the challenge to preventing sexual violence.

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