

IMPLEMENTATION OF PMA NUMBER 73 OF 2022 AT PTKIN: A STUDY OF THE PPKS TASK FORCE AT UIN SUNAN GUNUNG DJATI BANDUNG

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Abstract

This study analyzes the implementation of Minister of Religious Affairs Regulation No. 73 of 2022 concerning the Prevention and Handling of Sexual Violence (PPKS) at UIN Sunan Gunung Djati Bandung through the PPKS Task Force, using George C. Edward III's policy implementation theory, which encompasses communication, resources, disposition, and bureaucratic structure. The study employs a descriptive qualitative approach through in-depth interviews and document analysis, with informants selected through purposive sampling. The findings indicate that policy implementation has been carried out through existing institutional mechanisms; however, challenges remain in the areas of communication and resources, particularly limited human resources, low participation of peer counselors, and delays in budgetary and facility support. Disposition emerged as the strongest aspect, reflected in the commitment of implementers, competency-based selection, and a humanistic approach. Meanwhile, the bureaucratic structure has been formally established, although challenges regarding institutional independence persist. Overall, the implementation of Minister of Religious Affairs Regulation No. 73 of 2022 at UIN Bandung has been implemented reasonably well, but further strengthening is needed in the areas of communication, resources, and bureaucratic structure.

Keyword: George C. Edward III, Policy Implementation; PPKS; PPKS Task Force; State Islamic Higher Education Institutions (PTKIN)

A. INTRODUCTION

Sexual violence remains one of the social issues that continues to be a major concern in Indonesia. Each year, the number of reports related to sexual violence recorded by the National Commission on Violence Against Women (*Komnas Perempuan*) continues to increase (Sutianti et al., 2023). According to the 2024 Annual Report of *Komnas Perempuan*, the number of cases reached 330,097, representing an increase of 14.17% compared to 2023, when 289,111 cases were recorded (*Komnas Perempuan*, 2025).

The phenomenon of sexual violence occurs not only within families and public spaces but has also extended into educational settings, including higher education institutions. In fact,

universities should serve as safe spaces for all members of the academic community to carry out the *Tri Dharma of Higher Education*—education, research, and community service (Larasati et al., 2025). To provide an overview of this situation, data on sexual violence cases in higher education institutions during the 2019–2024 period are presented in Figure 1.



Figure 1. Trend of Sexual Violence Cases in Higher Education Institutions, 2019–2024
Source: (Al-Fajri, 2024)

Based on Figure 1, cases of sexual violence in higher education institutions have shown an increasing trend from year to year. Data from SIMFONI-PPA indicate that, as of June 2025, there were 1,224 victims of sexual violence originating from higher education environments (Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, 2025). These figures suggest that universities continue to face challenges in creating safe environments free from sexual violence. Therefore, planned, systematic, and sustainable measures are required to prevent and address such incidents (Larasati et al., 2025).

As a response to this issue, the Indonesian government has enacted various regulations to strengthen the protection of students, one of which is the Minister of Religious Affairs Regulation (PMA) Number 73 of 2022 concerning the Prevention and Handling of Sexual Violence in Educational Institutions under the Ministry of Religious Affairs. This regulation serves as a foundation for educational institutions to establish structured systems for preventing and addressing sexual violence (Jukari & Pransiska, 2026). One of the primary instruments for its implementation is the establishment of the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS). This task force plays a significant role in supporting the implementation of prevention and response efforts related to sexual violence within higher education institutions (Directorate General of Islamic Education, 2024).

As one of the State Islamic Higher Education Institutions (*Perguruan Tinggi Keagamaan Islam Negeri* PTKIN), UIN Sunan Gunung Djati Bandung has established a Satgas PPKS as part of the implementation of PMA Number 73 of 2022 within the university environment. The existence of this task force serves as an important instrument in supporting various preventive and responsive measures concerning cases of sexual violence on campus. Therefore, a more in-

depth examination of the implementation of the task force's duties and functions as a policy implementer is necessary in order to understand its role in creating a safe academic environment free from sexual violence.

Several previous studies have examined the implementation of sexual violence prevention and response policies in higher education from various perspectives. Research conducted at UNITR and UIN Malang found that the implementation of PPKS policies had not yet been optimal, as evidenced by uneven dissemination of information, limited resources, and differing levels of understanding among members of the academic community (Fitri et al., 2023). Meanwhile, another study by Gitamalia et al. (2024), which employed George C. Edward III's policy implementation theory, found that the success of Satgas PPKS implementation is strongly influenced by factors such as communication, resources, disposition, and bureaucratic structure. In practice, however, these factors often encounter various challenges. These findings indicate that the implementation of Satgas PPKS in higher education institutions continues to face obstacles related to socialization efforts, resource support, and governance mechanisms.

Nevertheless, most previous studies have focused primarily on public universities. Research on the implementation of similar policies within PTKIN environments, particularly following the issuance of regulations by the Ministry of Religious Affairs in 2022, remains relatively limited. Furthermore, studies examining policy implementation during the initial phase of Satgas PPKS establishment are still scarce. This gap makes UIN Bandung a relevant case for investigation, as its Satgas PPKS was only established in December 2024. Consequently, this study can provide insights into the early-stage implementation of PMA Number 73 of 2022 within the PTKIN context.

Based on the foregoing discussion, this study aims to analyze the implementation of PMA Number 73 of 2022 concerning the Prevention and Handling of Sexual Violence in Educational Institutions under the Ministry of Religious Affairs through the execution of the duties and functions of Satgas PPKS at UIN Bandung, using George C. Edward III's policy implementation theory as the analytical framework. This study is expected to provide empirical insights into the implementation of PPKS policies within PTKIN institutions and to identify factors influencing their effectiveness based on the dimensions of communication, resources, disposition, and bureaucratic structure.

B. LITERATURE REVIEW

Minister of Religious Affairs Regulation of the Republic of Indonesia Number 73 of 2022 and the Decree of the Director General of Islamic Education Number 1143 of 2024

Efforts to prevent and address sexual violence within educational settings have gained a stronger legal foundation through Law of the Republic of Indonesia Number 12 of 2022 on Sexual Violence Crimes (TPKS), which guarantees protection, a sense of security, and the fulfillment of victims' rights in accordance with applicable laws (Ramdani & Izadi, 2025). As a follow-up measure within religious educational institutions, the Ministry of Religious Affairs issued Minister of Religious Affairs Regulation (PMA) Number 73 of 2022 concerning the Prevention and Handling of Sexual Violence in Educational Institutions under the Ministry of

Religious Affairs. This regulation serves as a guideline for educational institutions under its authority in creating educational environments that are safe, dignified, and free from sexual violence (Sari & Rambe, 2024).

The issuance of this regulation was based on two primary considerations. First, sexual violence constitutes an act that undermines human dignity. Second, the prevention and handling of sexual violence within educational settings must be carried out promptly, comprehensively, and in an integrated manner. The regulation covers various forms of sexual violence, ranging from sexually suggestive speech and harassing behavior to physical acts, attempted rape, forced abortion, and the distribution of sexual content (Jukari & Pransiska, 2026).

PMA Number 73 of 2022 aims to prevent and address sexual violence, enforce legal sanctions against perpetrators, rehabilitate offenders, create educational environments free from sexual violence, and ensure the non-recurrence of similar acts in the future. Preventive measures are directed toward all parties involved in the educational process, including students, educators, educational staff, institutional leaders, education providers, and other stakeholders (Jukari & Pransiska, 2026).

In its implementation, educational institutions are required to conduct awareness campaigns, integrate prevention materials into the learning process, develop Standard Operating Procedures (SOPs), and establish cooperation with various parties, including government agencies, other educational institutions, communities, and parents (Sari & Rambe, 2024). In addition to prevention, the regulation also governs case-handling mechanisms through reporting, victim protection, victim assistance, sanctions against perpetrators, and victim recovery. Forms of protection include confidentiality of victims' identities, access to protection services, provision of information regarding victims' rights, guarantees of educational continuity for student victims, and guarantees of employment continuity for victims who serve as educators or educational staff (Jukari & Pransiska, 2026). Furthermore, perpetrators found guilty of sexual violence through final and legally binding court decisions may be subject to both criminal and administrative sanctions in accordance with applicable regulations (Sari & Rambe, 2024).

To strengthen the implementation of sexual violence prevention and response measures within Islamic Higher Education Institutions (*Perguruan Tinggi Keagamaan Islam*—PTKI), the Ministry of Religious Affairs issued Decree of the Director General of Islamic Education Number 1143 of 2024 concerning Technical Guidelines for the Prevention and Handling of Sexual Violence in Islamic Higher Education Institutions. This decree serves as a follow-up to PMA Number 73 of 2022 by providing technical guidance for PTKI in carrying out prevention, case handling, victim protection, recovery efforts, and strengthening institutional governance related to sexual violence cases (Murdiana et al., 2024).

Through these technical guidelines, every PTKI is encouraged to establish an integrated Sexual Violence Prevention and Handling (PPKS) system, including institutional formation, reporting mechanisms, educational and awareness activities, as well as protection and assistance services for victims. Therefore, this regulation serves as an important foundation for the implementation of PPKS within PTKI environments as part of efforts to create campuses that are safe, inclusive, and free from sexual violence (Murdiana et al., 2024).

Task Force for the Prevention and Handling of Sexual Violence (SATGAS PPKS)

The Prevention and Handling of Sexual Violence (PPKS) refers to efforts undertaken to create educational environments that are safe, comfortable, inclusive, and free from all forms of sexual violence. Within Islamic Higher Education Institutions (PTKI), the implementation of PPKS is guided by the Decree of the Director General of Islamic Education Number 1143 of 2024 concerning Technical Guidelines for the Prevention and Handling of Sexual Violence in Islamic Higher Education Institutions. This policy serves as a framework for PTKI in establishing prevention and response systems that prioritize victim protection and the prevention of sexual violence within campus environments (Directorate General of Islamic Education, 2024).

The implementation of PPKS within PTKI is carried out through the establishment of the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS), which plays a crucial role in coordinating various prevention and response efforts. The existence of Satgas PPKS serves as a primary instrument in implementing PPKS policies and as a platform through which members of the academic community can obtain services, protection, and assistance when sexual violence cases occur (Rofifah et al., 2024).

Satgas PPKS has two primary functions: prevention and response. In the prevention aspect, the task force is responsible for conducting educational activities, awareness campaigns, training programs, public campaigns, and strengthening collaborative networks to increase awareness among the academic community regarding the dangers of sexual violence and the importance of creating a safe campus environment (Andriyani, 2024). These preventive efforts aim not only to improve understanding of sexual violence but also to foster a campus culture that respects human dignity, equality, and the rights of every individual (Febriyanti et al., 2025).

In the response aspect, Satgas PPKS is responsible for receiving and following up on reports of alleged sexual violence, conducting preliminary investigations, providing protection and assistance to victims, and preparing recommendations for university leadership regarding case management. In addition, response efforts are directed toward restoring victims' well-being through health, psychological, social, spiritual, and legal support services based on victims' needs. These provisions demonstrate that handling sexual violence is not solely focused on imposing sanctions on perpetrators but also on ensuring the fulfillment of victims' rights and supporting their recovery (Directorate General of Islamic Education, 2024).

In carrying out its duties, Satgas PPKS is guided by the principles of the best interests of the victim, non-discrimination, gender equality, accountability, independence, prudence, consistency, and guarantees of non-recurrence (Pesoth et al., 2024). These principles serve as the foundation for all prevention and response efforts to ensure adequate protection and to create a campus environment that is safe and free from sexual violence.

Public Policy Implementation Theory

Public policy implementation is one of the stages within the public policy cycle that determines whether a policy addresses societal needs and is accepted by the community (Aneta, 2010). According to Edward III, policy implementation is defined as:

“policy implementation ... is the stage of policy making between the establishment of a policy ... and the consequences of the policy for the people whom it affects” (Kasmad, 2013).

One of the most widely used theories for analyzing policy implementation is the policy implementation theory proposed by George C. Edward III. Edward III (1980) referred to his policy implementation model as “direct and indirect impact on implementation” (Kasmad, 2013). The model illustrates both direct and indirect influences on policy implementation, showing that communication and bureaucratic structure have both direct and indirect effects on implementation, while resources and disposition exert direct influences on policy implementation. Furthermore, these four factors communication, resources, disposition, and bureaucratic structure interact with one another in a reciprocal manner, collectively influencing the success of policy implementation (Kasmad, 2013).

- **Policy Communication.** Policy communication is a fundamental element that influences the success of public policy implementation. Edward III emphasizes that policy directives must be communicated clearly, consistently, and continuously to both implementers and target groups so that the objectives of the policy can be properly understood and effectively carried out (Fadilah et al., 2026).
- **Resources.** Resources are a crucial factor in determining the extent to which a policy can be implemented effectively. Edward III explains that without adequate resource support, even a well-designed policy may fail during the implementation stage (Fadilah et al., 2026).
- **Implementer Disposition.** Implementer disposition refers to the attitudes, commitment, and understanding of policy implementers regarding the objectives of a policy. Edward III highlights that policy implementers must possess strong motivation and awareness to ensure that the policy is executed in accordance with its intended goals (Fadilah et al., 2026).
- **Bureaucratic Structure.** Bureaucratic structure functions as the organizational framework that regulates the distribution of roles, authority, and coordination mechanisms among various institutions. According to Edward III, an overly complex and rigid bureaucratic structure can become an obstacle to effective policy implementation (Fadilah et al., 2026).

The following is a diagram illustrating the factors influencing public policy implementation according to George Edward III's model:

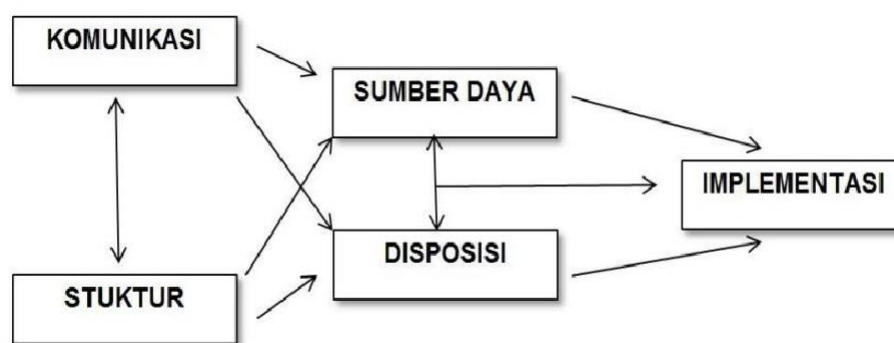


Figure 2. George Edward III's Policy Implementation Model
Source: Edward III, as cited in Subekti et al. (2017).

C. RESEARCH METHODOLOG

This study examines the implementation of the Sexual Violence Prevention and Handling (PPKS) policy at UIN Sunan Gunung Djati Bandung. The focus of the research is directed toward the execution of the duties and functions of the PPKS Task Force (Satgas PPKS) as the policy implementer at the university level. Through this approach, the researcher is able to obtain a deeper understanding of the experiences, perspectives, and information provided by informants regarding the implementation of the policy under investigation (Anto et al., 2024).

Data were collected through in-depth interviews and document analysis. Interviews were conducted to obtain first-hand information regarding the implementation of the policy that constitutes the focus of the study (Rachmawati, 2007). Meanwhile, document analysis was carried out by reviewing various relevant written sources, including regulations, institutional documents, and other supporting references related to the research focus (Nilamsari, 2014).

The data sources in this study consisted of primary and secondary data. Primary data were obtained through in-depth interviews with the Chairperson of the PPKS Task Force at UIN Bandung, who was selected as the key informant. Informants were determined using a purposive sampling technique, whereby individuals considered capable of providing in-depth information relevant to the focus and needs of the study were intentionally selected (Sutianti et al., 2023). Secondary data were derived from various supporting sources, including Minister of Religious Affairs Regulation (PMA) Number 73 of 2022, the decree establishing the PPKS Task Force, institutional documents, scientific articles, and other literature relevant to the research topic.

Data analysis was conducted using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing. All data obtained from interviews and documents were analyzed to understand the implementation of the PPKS policy in accordance with the research objectives. To enhance the credibility of the findings, this study employed a triangulation technique by comparing information obtained from interviews with various relevant supporting documents. This approach helped ensure data validity and minimize potential research bias (Sutianti et al., 2023).

D. RESULT AND DISCUSSION

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As a follow-up to Minister of Religious Affairs Regulation (PMA) Number 73 of 2022, the Directorate General of Islamic Education subsequently issued Decree of the Director General of Islamic Education Number 1143 of 2024, which provides technical guidelines for the implementation of sexual violence prevention and handling within State Islamic Higher Education Institutions (PTKIN). These technical guidelines serve as operational guidance for higher education institutions under the Ministry of Religious Affairs in establishing and implementing structured mechanisms for the prevention and handling of sexual violence (Directorate General of Islamic Education, 2024).

Based on these regulations, UIN Sunan Gunung Djati Bandung established the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS) through Rector's Decree Number B-2017/Un.05/V.2/HK.00.5/09/2024, dated September 23, 2024. The establishment of this task force represents the implementation of the Ministry of Religious Affairs' policy as stipulated in PMA Number 73 of 2022 and the Technical Guidelines of the Director General of Islamic Education Number 1143 of 2024. The formation of the task force demonstrates that the policy is not merely normative but has also been institutionalized within the university structure, allowing its effectiveness in achieving policy objectives to be analyzed in practice.

Referring to the perspective of George C. Edward III, this study aims to understand, analyze, and explain the implementation of government policies regarding the Prevention and Handling of Sexual Violence in higher education institutions. From this perspective, policy implementation success is measured by the extent to which policy programs and activities are carried out as intended. The analysis in this study focuses on four key indicators: communication, resources, disposition, and bureaucratic structure, which collectively determine the effectiveness of policy implementation in practice.

Communication

Communication is a primary prerequisite for successful policy implementation. According to Edward III, effective communication encompasses three crucial aspects: transmission, clarity, and consistency of information received by implementers and target groups (Subekti et al., 2017). These three aspects serve as benchmarks for assessing the extent to which the PPKS policy has been effectively communicated within UIN Sunan Gunung Djati Bandung.

Field findings indicate that communication regarding the PPKS policy began long before the formal establishment of the Satgas PPKS. Initial communication efforts were conducted through the Center for Gender and Child Studies (PSGA), which actively organized studies, discussions, and awareness campaigns on sexual violence issues within the university environment since 2019. As stated by the informant:

"...the background actually began during the leadership of the PSGA Chair, Prof. Akmal, from 2019 to 2023."

The policy transmission process was not solely top-down in nature but also involved external stakeholders such as the Ministry of Religious Affairs, the National Commission on Violence Against Women (*Komnas Perempuan*), and academics from various faculties at UIN Sunan Gunung Djati Bandung in drafting policy documents and Standard Operating Procedures (SOPs) for PPKS. The informant explained:

“Representatives from the Ministry of Religious Affairs, Komnas Perempuan, and faculties across UIN Bandung were involved in providing input during the preparation of the PPKS SOP.”

Following the establishment of the Satgas PPKS, policy dissemination was conducted gradually through various channels. The task force carried out meetings with ten faculties and the postgraduate program, organized gender-related seminars, and disseminated information through the LP2M website, social media platforms, and student orientation programs (PBAK). The informant stated:

“There was socialization during PBAK and through the LP2M website. Then, in April–May 2025, we conducted meetings with ten faculties and the postgraduate program, organized annual gender seminars, and distributed banners and flyers.”

Although policy transmission has been conducted through multiple channels, challenges remain regarding the consistency and clarity of information dissemination. Not all members of the academic community, particularly students, have been reached equally, as acknowledged by the informant:

“The communication challenge is that not all students are aware of the university website.”

This condition indicates a gap in consistency, whereby policy messages have not been uniformly received across all target groups. From Edward III’s perspective, communication in the implementation of the PPKS policy at UIN Sunan Gunung Djati Bandung has fulfilled the transmission aspect through various formal and informal channels. However, the clarity and consistency dimensions still require strengthening, particularly through integrating PPKS information into academic systems routinely accessed by students, such as academic portals and student information systems.

Resources

In Edward III’s theory, resources are a critical determinant of successful policy implementation. Resources include the adequacy of human resources, both in terms of quality and quantity, as well as financial support and sufficient facilities to sustain policy implementation (Angow et al., 2018).

From a resource perspective, the implementation of the PPKS policy at UIN Sunan Gunung Djati Bandung is supported by the existence of the Satgas PPKS, which consists of lecturers, administrative staff, and students. This composition aligns with the provisions of the Technical Guidelines of the Director General of Islamic Education Number 1143 of 2024, which mandate the involvement of various elements of the academic community.

Interview results revealed that the limited number of task force members and their substantial workload constitute major challenges. Many members of the task force simultaneously hold primary academic or administrative responsibilities. As stated by the informant:

“We already have a budget and a building; the main issue is the lack of personnel. There are only 18 of us, and we are overwhelmed because we also have our primary duties in our respective faculties.”

To expand the reach of support services, the Satgas PPKS established a peer counselor program involving students. The program was designed to strengthen case handover processes

before formal handling by the task force and to provide peer support for victims. However, implementation has not been optimal. Of the 45 students appointed as peer counselors, only about ten remain active, primarily in socialization activities rather than direct case assistance. The informant explained:

“We trained 45 student peer counselors, but only around ten remain active, and even then, they are more involved in socialization than case assistance because most are in their sixth semester and occupied with their thesis, community service, and other commitments.”

In addition to human resources, facilities and infrastructure are also essential. The university has provided a secretariat office for the Satgas PPKS. However, during its initial establishment, the task force did not have a permanent dedicated office and shared space with LP2M and PSGA. This arrangement limited the provision of confidential consultation services. Furthermore, operational funding was only allocated in April 2026, despite being proposed in September 2025. The informant stated:

“The university provided funding in April 2026. Initially, we were still sharing space with LP2M and PSGA.”

From Edward III’s perspective, resources are formally available but remain substantively inadequate. Limitations in the number of personnel, the low participation rate of peer counselors, and delays in facilities and funding support have created vulnerabilities in terms of response speed, outreach capacity, and case assistance effectiveness. Strengthening human resource capacity, optimizing role distribution, and accelerating infrastructure support are therefore crucial for improving policy implementation effectiveness.

Disposition

Disposition refers to the commitment, understanding, willingness, and attitudes of policy implementers toward the policies they are responsible for carrying out (Maulania et al., 2026). Implementers who understand policy objectives and demonstrate strong commitment tend to implement policies more effectively, even under resource constraints.

The disposition of Satgas PPKS implementers at UIN Sunan Gunung Djati Bandung is reflected in the selection process of task force members, which was not merely administrative but involved interviews conducted by competent external experts. The informant explained:

“We were interviewed by Prof. Nina Nurmila, representatives from Komnas Perempuan, and the Director of the Women Crisis Center. These were the people considered qualified to handle such issues.”

This indicates that membership selection considered not only representation but also competence and sensitivity toward sexual violence issues. Members’ willingness to engage actively in case handling, victim support, prevention initiatives, and awareness activities also reflects their disposition as implementers.

Commitment is further demonstrated through adherence to confidentiality and victim protection principles. According to interview findings, cases are handled with great care to protect the identities of both victims and reporters. The informant explained:

“Only the perpetrator, the PPKS team, and the reporter know about the report. We do not disclose who submitted the report, so the reporter’s safety and the perpetrator’s dignity are both protected.”

This statement reflects a value-oriented approach that emphasizes humanity, justice, and dignity rather than merely enforcing regulations. Moreover, case handling extends beyond sanctioning perpetrators to include rehabilitation-oriented approaches. Victims receive psychological assistance and support tailored to their needs. As the informant noted:

“Support for victims varies, but psychological assistance is always provided. Sometimes they also need protection and recovery services.”

This demonstrates that implementers adopt a humane and recovery-oriented approach. In Edward III’s framework, such commitment and understanding are critical determinants of effective policy implementation.

The disposition of implementers is also evident in their willingness to collaborate with external institutions, including the Psychological Service Unit (ULP), Women Crisis Center (WCC) Pasundan, and DP3AK, to strengthen case handling mechanisms.

Overall, disposition emerges as the strongest dimension in the implementation of the PPKS policy at UIN Sunan Gunung Djati Bandung. Rigorous selection procedures, commitment to confidentiality and protection, and a humane and rehabilitative orientation significantly support policy effectiveness.

Bureaucratic Structure

In George Edward III’s policy implementation theory, bureaucratic structure is a key factor influencing the success of public policy implementation. Bureaucratic structure refers to organizational arrangements, working mechanisms, task distribution, inter-agency coordination, and procedures employed in policy implementation (Maulania et al., 2026). Clear structures with minimal fragmentation facilitate more effective implementation.

The implementation of the PPKS policy at UIN Sunan Gunung Djati Bandung has been supported by a clearly defined organizational structure through the establishment of the Satgas PPKS under a Rector’s Decree. The structure includes lecturers, administrative staff, and students, as stipulated in the Technical Guidelines of the Director General of Islamic Education Number 1143 of 2024.

Based on interview findings, the task force was intentionally designed to include diverse members from across the academic community. The informant stated:

“The members are not only lecturers. There must also be officials, students, and administrative staff. All of these elements go through a selection process.”

The task force structure also includes divisions with specific responsibilities guided by technical regulations, enabling members to perform specialized roles. Coordination mechanisms involve university leadership, faculties, PSGA, and the rectorate in both prevention and case handling activities.

The Satgas PPKS has also established partnerships with external institutions such as the Psychological Service Unit (ULP), Women Crisis Center (WCC) Pasundan, and DP3AK to strengthen case management mechanisms. The informant explained:

“Some students do not want their cases handled directly by the task force and instead report to external centers. Then WCC forwards the report to the UIN Bandung Satgas PPKS, so we work together.”

Regarding authority distribution, a clear mechanism exists between the task force, faculties, and university leadership. The Satgas PPKS conducts assessments and provides recommendations, while sanctions are determined by institutional leaders according to the status of the alleged perpetrator. The informant explained:

“If the case involves a student, the Satgas only provides recommendations, which are then submitted to the Vice Dean III. If the case involves a lecturer, the rector handles it based on recommendations from the Satgas.”

This coordination pattern reflects structural adaptation aimed at addressing service fragmentation, particularly when students prefer external reporting channels. Nevertheless, challenges remain due to hierarchical relationships within the institution. The fact that task force members operate within a structure where senior leaders could potentially become reported parties may create tensions in decision-making and compromise the integrity of case handling processes.

From Edward III’s perspective, the bureaucratic structure supporting the PPKS policy at UIN Sunan Gunung Djati Bandung has been formally established with relatively clear task distribution and authority lines. However, hierarchical barriers arising from institutional power relations remain a structural challenge. These issues may be addressed through strengthening the independence of the task force and ensuring protection for members handling cases involving university leadership.

E. CONCLUSION

The implementation of Minister of Religious Affairs Regulation Number 73 of 2022 concerning the Prevention and Handling of Sexual Violence at UIN Sunan Gunung Djati Bandung, through the execution of the duties and functions of the Satgas PPKS, demonstrates varying outcomes across the dimensions of George C. Edward III’s policy implementation theory. From the communication dimension, the policy has been disseminated through various channels; however, the aspects of clarity and consistency have not yet reached all members of the academic community evenly. From the resources dimension, although the composition of the task force’s human resources complies with existing regulations, the limited number of members who simultaneously carry academic responsibilities, the suboptimal implementation of the peer counselor program, and delays in the provision of funding and dedicated facilities have become obstacles affecting the effectiveness of policy implementation in practice.

From the disposition dimension, this aspect represents the strongest element in the implementation of PMA Number 73 of 2022 at UIN Sunan Gunung Djati Bandung. This is reflected in the task force member selection process, which involved competent external parties, the strong commitment to confidentiality and victim protection principles, and the adoption of a humane and rehabilitative approach to case management. Meanwhile, from the bureaucratic structure dimension, the institutional framework has been formally established with clear divisions of responsibility and authority, supported by coordination with external stakeholders. Overall, implementer disposition emerges as the most significant supporting factor, while continuous improvements in communication, resource capacity, and bureaucratic

independence remain necessary to foster a campus environment that is safe, inclusive, and free from sexual violence.

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