

DISCURSIVE CONSTRUCTION OF CAMPUS SEXUAL ASSAULT ON YOUTUBE COMMENTARIES

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ABSTRACT

Campus sexual assault has recently become a significant issue and has gained substantial global attention, including social media users in Indonesia. Prior research has not sufficiently examined the use of linguistic resources in campus sexual assault discourses. Drawing on critical discourse analysis, this study aims to explore the discursive construction of sexual assault on Indonesian campuses through the evaluative resources employed by commentators on YouTube commentaries. The commentaries were created in 2021 in response to Daddy Corbuzier and Narasi Newsroom's video on campus sexual assault. Findings revealed that sexual assault on Indonesian campuses was attributed to power dynamics, social structures, power imbalances, power abuse, and patriarchal culture. These factors left the victims feeling powerless, which led to normalisation. These results provide insight into the contribution of broader discourse on sexual assault prevention and response.

Keywords: campus sexual assault; Indonesian campus; critical discourse analysis; discursive constructions; YouTube commentaries

Introduction

As a result of socio-educational development in the area of higher education, campus sexual assault has become a global phenomenon that affects university education scenarios in many countries worldwide (Boateng et al., 2023; Bovill et al., 2022; Humpherys & Towl, 2020). It is a global issue that demands society's attention and intervention. An alarming example of the severity of sexual assault is the occurrence of sexual assault by lecturers during thesis guidance on Indonesian campuses (Ahsin & Nugraheni, 2022; Aulia, 2022). This demonstrates that sexual assault is not limited to occurrences outside the campus but also exists within the campus environment. A report suggests that 77% of lecturers admitted to cases of sexual assault that occurred within the campus environment (Ministry of Education, Culture, Research, and Technology, 2021). This is a concern as it highlights the high occurrence of sexual assault in an environment that is supposed to be safe and supportive for students (Marfu'ah et al., 2021). Hence, it is essential to address the issue of sexual assault by campus authorities and the wider community, including media users.

Earlier studies on campus sexual assault at higher education institutions focused on students' perceptions as the research subjects. Very little research concentrated on media platforms such as YouTube, which the public can use to discuss and raise awareness about sexual assaults (Almansori & Stanley, 2022; Colliver & Coyle, 2020). This also allows users to gain different perspectives and engage in more inclusive and comprehensive discussions on campus sexual assault. However, despite numerous studies from various disciplines that have focused on campus sexual assault (Bondestam & Lundqvist, 2020; de Heer & Jones, 2017; Liao & Luqiu, 2022; Linder et al., 2020; Nurbayani et al., 2022; Martin-Storey et al., 2018; Rosenthal & Freyd, 2018; Rothman, 2019; Shalihin et al., 2022; Soejoeti & Susanti, 2020), little has been published on the discursive construction of campus sexual assault from the perspective of those who have experienced or faced assault on campus. This study examined how commentators express their views and opinions and how they understand campus sexual assault in Indonesia in terms of its moral values and ethical perspectives. In order to understand how sexual assault has become a debatable phenomenon in higher education, this study aims to explore the discursive construction of sexual assault on Indonesian campuses through the evaluative resources employed by commentators on YouTube commentaries.

Theoretical Framework

Critical Discourse Analysis

Studies on discourse and power have been frequently conducted using Critical Discourse Analysis (CDA). CDA concerns how language use (discourse) reproduces social and ideological inequalities, power relations, and hegemonic practices. This extends beyond texts and discourses to the wider sociopolitical contexts they are situated in. The role of CDA is to identify concealed ideologies within written materials and present them transparently (Fairclough, 1993). Consequently, the CDA analyst is positioned to discover

and follow the ideologies employed by the public in texts or speeches. Fairclough (1992) developed the CDA framework using three dimensions examined from three complementary analyses: (1) the textual, (2) the discursive practice, and (3) the social practice. This framework helps identify discursive constructions related to social, cultural, and gender norms that affect sexual assault on Indonesian campuses. Applying CDA to analyse comments on campus sexual assault can help understand the power structure and ideology embedded in the language that commentators use to describe sexual assault on campus. CDA helps identify ways in which power and ideology are reflected in language.

Literature Review

Over the past few decades, sexual assault has become a significant issue on campuses globally. This is due to the high prevalence of sexual assault in universities, which is a serious public health problem (Howard et al., 2018; Mellins et al., 2017). To address this issue, universities worldwide have taken various actions, including implementing policies (Wies, 2015), reporting student experiences (Bergeron et al., 2019; Fethi et al., 2023), and raising awareness (Linder, 2018). However, despite these measures, university-based sexual assault still occurs in up to 45% of women and 32% of men, most commonly by individuals known to the victims (Fedina et al., 2018). This indicates that female students are more vulnerable to experiencing sexual assault on campus compared to males (Bhochhibhoya et al., 2019; Zinzow & Tompson, 2015). This vulnerability could be due to gender-based injustice and power imbalance caused by the patriarchal system and historical structural inequality.

Meanwhile, cases of sexual assault in Indonesia have recently emerged as a significant issue on campuses, where power imbalance and strong patriarchal culture play a significant role in the victims' decision of choosing not to report violence (Shopiani et al., 2021; Wahyuni et al., 2022). Sulistyawan et al. (2022) identified that campus rape is influenced by power imbalance and gender relations caused by the patriarchal system and historical structural inequality, which enables perpetrators to commit violence without consequences. This leads to the perception that women are in a lower position in the social hierarchy (Elindawati, 2021), creating a condition where the perpetrator feels more powerful and can arbitrarily commit acts of sexual violence against individuals who are considered weaker (Nikmatullah, 2020). In addition, perpetrators who hold positions tend to be assertive and may take advantage of their authority and the powerlessness of their victims, be it men or women (Nugraha & Subaidi, 2022). As a consequence, many victims of sexual assault choose to remain silent (Sitorus, 2019), which, in turn, can result in the underreporting of sexual assaults. Therefore, social media may have provided a safe platform for victims to come forward to talk about their experiences with sexual assault.

However, there is a lack of research on how social media users in Indonesia discursively construct campus sexual assault. To fill this gap, this study aims to analyse

the evaluative resources used by commentators on YouTube commentaries to gain insights into the discursive construction of sexual assault on Indonesian campuses using CDA. By focusing on the discursive aspects of sexual assault, this study aims to contribute to a more nuanced understanding of the issue and provide information to address it effectively. It also explores the social construction of sexual assault, which is essential for addressing the root causes of this problem.

Method

The data used in this study consisted of YouTube commentaries published in November 2020. These are commentaries of two YouTube videos about campus sexual assault. The rationale for choosing these two videos was that they attracted the most commentaries among YouTube videos on campus sexual assault (459 and 11,000 comments, respectively). The commentaries attached to the two videos were primarily in the Indonesian language. The main data source in this study was commentaries posted by Indonesian YouTube users who expressed their attitude toward campus sexual assault. The first video, "Campus Sexual Predators Concise" (translated from Indonesian language) has a duration of 1:07:32, produced and uploaded by Narasi Newsroom. It narrates cases of campus sexual assault from the perspective of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, the Indonesian DAI Association; the hope help network, Indonesian female clerics, survivors of sexual assault, and students from several universities in Indonesia. The discussion was narrated in Indonesian language.

The second video is a podcast that discusses campus sexual assault inviting two speakers entitled NO MERCY FOR LUSTFUL LECTURER!!! (translated from Indonesian language). The speakers are Nadiem Anwar Makariem (the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia) and Cinta Laura Keihl (an actress concerned with handling sexual assault in Indonesia). The YouTube video was published with a duration of 1:13:42 and attracted 11,000 commentaries.

This study adopts a critical discourse analysis approach to examine the discursive construction of campus sexual assault through commentary texts. Using this approach can help identify evaluative linguistic patterns and discourse procedures used by commentators to uncover cases of campus sexual assault. The analysis involved four steps. In the first step, the researchers read the comments to find dominant markers of the most widely repeated themes. In the second step, the researchers re-read the entire data set to determine whether all comments could be classified based on the identified themes. After data cleaning, 15 commentaries made by YouTube users under Narasi Newsroom and 21 commentaries made by YouTube users under Deddy Corbuzier were selected. The remaining comments were not suitable for the current analysis because these responses to the speakers and narrations of sexual assault outside of campus. For academic purposes, this study anonymised the commenters' names to the initial letters of their names. In the third stage, all themes with similar content were grouped into one category.

Finally, each category was labelled based on the underlying content. All data that have been classified by each category were then translated into English. The appendix shows images of the two videos analysed.

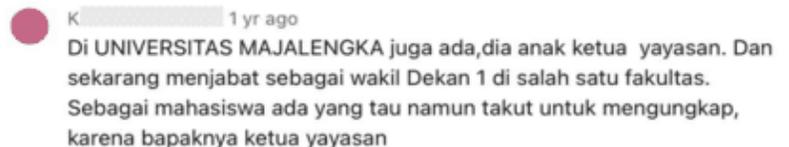
Results

The results revealed four themes: powerlessness, sexual coercion, victim blaming, and lack of self-understanding. Each discursive construction is presented separately to determine the existing conditions of campus sexual assault from the point of view of commentators, some of whom were also observers and victim-survivors.

Powerlessness

Powerlessness refers to a condition in which someone who has experienced a sexual assault directly or indirectly feels unable to cope with the consequences of their experience. Powerlessness can be caused by an inability to speak out and report, a culture of silence around their experiences, and a lack of knowledge to seek help. It can also be caused by factors such as trauma, frightening, sadness, and unpleasant experiences, as shown in example (1).

(1)

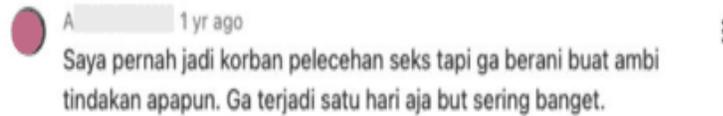


[There is also one at UNIVERSITAS MAJALENGKA. He is the son of the chairman of the foundation. He serves as the deputy dean 1 in one of the faculties now. As students, some know but they are afraid to expose him because of his father's position] (K-Narasi Newsroom)

In this comment, the commentator critiques the behaviour of a university official regarding sexual assault. The commentator employs evaluative language, such as “afraid to reveal” to express disapproval of the normalised behaviour that suppresses the victims’ ability to report such incidents. The use of the word “afraid” suggests a negative attitude toward the situation and implies that the institutional response to sexual assault is inadequate. Moreover, the commentator positions students as vulnerable victims of this behaviour, emphasising their powerlessness through the phrase “as students.” The power dynamics within the institution are further highlighted through phrases such as “son of the chairman” and “deputy dean 1”, positioning the perpetrator as part of a privileged elite with institutional influence. The commentary underscores the impact of the patriarchal system on silencing and disempowering victims of sexual assault, thereby

contributing to the perpetuation of gender-based injustice. In patriarchal cultures, women are often subjected to gender stereotypes that position them as weak and powerless, as shown in Example (2).

(2)



[I have been a victim of sexual harassment, but I am not brave enough to take any action. Not just a single day, but often. [...].] (A-Deddy Corbuzier)

The commentator described herself as a "victim of sexual harassment", suggesting a negative evaluation of the experience as traumatic and dangerous. This highlights the impact of sexual assault on an individual's physical and psychological well-being and emphasises the need for a supportive and empowering response. The phrase "not brave to take any action" reveals the power dynamics at play in the environment as it indicates that the commentator feels powerless and unable to address harassment. This highlights the impact of social structures that uphold the culture of harassment and disempowerment. The phrase "not just a single day, but often" emphasises that sexual harassment is not an isolated incident but a systemic problem that the speaker has experienced multiple times. This highlights the normalisation of sexual harassment in our society and its detrimental impact on victims. The normalisation of such behaviour could be due to the lack of support structures or resources for victims of harassment or to cultural attitudes that blame or stigmatise victims. In addition, the normalisation of sexual assault can also be indicated through the verbal behaviour of the lecturer, as shown in Example (3).

(3)

 p [redacted] 1 yr ago
pelecehan secara fisik sih engga, tp catcalling, duh sangat sering, dan miris itu dijadikan hal yang sangat biasa sama dosen2 🙄

[No physical harassment, but catcalling is very often, and sadly has become a very common thing among lecturers.] (p-Narasi Newsroom)

The commentator evaluates the behaviour of a lecturer who engages in catcalling by providing a negative assessment. The use of the word “common” implies that such behaviour has been accepted as a typical occurrence in the educational environment. Meanwhile, the phrase “very often” indicates that the frequency of such behaviour is a significant issue. The commentator also positions themselves as a victim of such behaviour by using the phrase “catcalling is very often”. This shows that the commentator has been a victim of such behaviour more than once and feels powerless to do anything about it. Furthermore, the use of the phrase “has become a very common thing among lecturers” suggests that people in positions of power in the educational environment reinforce such behaviour. The word “lecturers” also implies that the perpetrators of such behaviour hold a position of authority that exacerbates power imbalance. In this context, such behaviour can be viewed as a form of power abuse as lecturers use their positions of authority to justify inappropriate and disrespectful behaviour.

The normalisation of sexual harassment is also not limited to verbal actions. The absence of evidence not only contributes to the normalisation of such behaviour but also leaves victims feeling powerless and unable to voice their experiences of harassment, as evidenced in Example (4).

(4)

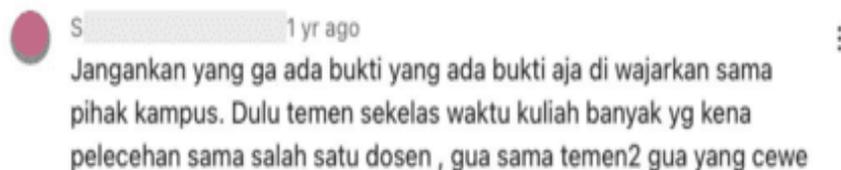
 c [redacted] 1 yr ago
Saya pernah jadi korban pelecehan, tapi saat mau berbicara banyak hal yang dipikirkan, ga ada bukti, dan takut sangsi sosial, takut juga dibilang mengada ada, krna pelakunya orang yang pandai bicara, tiap kali denger cerita pelecehan langsung teringat kejadian itu lagi, dan bener rasa sakit itu ga kan hilang akan selalu di ingat seumur hidup. Pelaku sudah ga ada di dunia ini, mungkin sekarang lagi menuai apa yang dia lakukan di dunia ketika masih hidup.

[I have been a victim of harassment, but when I wanted to talk, there were many things to consider. There was no evidence, and I was afraid of social sanction; I was fearful of being accused of making things up because the perpetrator is someone who speaks well [...].] (c-Deddy Corbuzier)

The use of the phrase “victim of harassment”, again, indicates that the experience of violence suffered by the commentator is highly negative and damaging. The phrase “many things to consider” suggests that the victim may experience stress and trauma from the sexual assault. The phrase “no evidence” indicates the difficulty that victims face in proving the truth of the violence, consequently exposing injustice in the legal system, an urgent issue that needs to be addressed. Moreover, the use of the phrase “I was afraid of social sanction” demonstrates how victims of harassment fear being labelled negatively by the society, indicating that the existence of negative stigma and stereotypes against victims of harassment in society can deter them from reporting. Similarly, the phrase “fearful of being accused of making things up” illustrates how victims feel unsafe reporting violence as they fear of being perceived as liars. The commentator’s evaluation highlights the power dynamics and social structures that influence the experiences of victims of sexual assault, particularly the phrase “the perpetrator is someone who speaks well”. The choice of this phrase indicates that the perpetrator may hold significant influence within the institution. This would have added to the victim’s fear of reporting the incident, as reporting may lead to not only social consequences, but retaliation from the perpetrator.

In addition, sexual assault appeared to be viewed as a normalised occurrence by the campus community, as shown in Example (5).

(5)



[Not only those [cases] without evidence, even those with evidence will be justified by the campus [authority] [...].] (S-Narasi Newsroom)

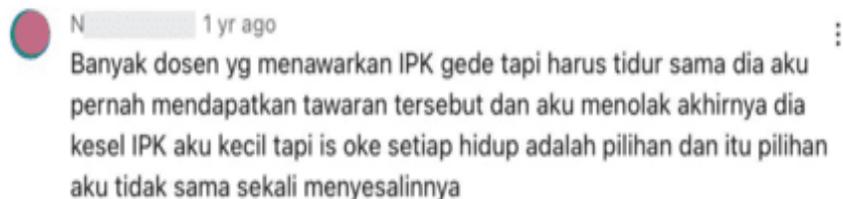
The commentary employs evaluative language to express the commentator’s disapproval of the action of the campus. The use of the word “justified” clearly indicates that the commentator is taking a stance on the issue and making a judgment based on an evaluation of the evidence surrounding the campus actions. This highlights the commentators’ negative attitude towards the issue and their belief that the university’s actions are unjustifiable. Moreover, the phrase “Not only those [cases] without evidence, even those with evidence” suggests that sexual harassment is accepted as normal within a campus, and that even when evidence exists, the campus may choose to justify, excuse, or even ignore such behaviour. This implies that the university is not taking the issue of sexual harassment seriously and may be complicit in perpetuating a culture of harassment and disempowerment. Furthermore, the comment points to the power dynamics within campuses. The phrase “those with evidence” highlights the potential that university have

the power or capacity to control information or evidence relating to their actions or decisions. This implies that a campus can control the narrative surrounding sexual harassment and may prioritise protecting its reputation over addressing the issue.

Sexual Coercion

Sexual assault on campus has transformed into various forms, one of which being sexual coercion. Sexual coercion involves the use of pressure or force to obtain sexual activity, such as the use of grades as a means of pressuring students to yield into accepting (Example (6)).

(6)



[Many lecturers offer a high GPA but have to sleep with them. Once, I got the offer and I refused, in the end, he got annoyed my GPA was low, but it was okay. [...]] (N-Narasi Newsroom)

The commentary expressed a negative evaluation of the practice of lecturers offering a high GPA score in exchange for sexual favours. The use of the word “offer” implies a transactional relationship, where the power dynamic tends to encourage lecturers to utilize their positions in academia for sexual gain. The student's refusal to engage suggests a lack of consent. The phrase “have to sleep with them” emphasises the coercion involved. The impact of refusing the offer on the student’s GPA underscores the power imbalance between the lecturer and student, with the former exerting control over the latter’s academic progress. The normalisation of this culture perpetuates the idea that students choose to accept such arrangements while ignoring the coercive nature of such exchanges. It also creates a culture of silence, discouraging students from reporting instances of exploitation or coercion by their lecturers.

Cases of sexual coercion have also been reported to happen in private universities, as illustrated in Example (7).

(7)

 B 1 yr ago 
Masalah ini enggak cuma terjadi di Universitas Negeri. Universitas Swasta pun terjadi. Pada waktu itu saya mendengar teriak-teriakan histeris wanita yang ternyata korban kasus pemaksaan hubungan intim agar nilai tidak dikurangi atau diluluskan terjadi. Perihal status korban

[This problem does not only occur at state universities, but also at private universities. At that time, I heard the hysterical scream of a girl who turned out to be a victim of a case of forced sexual intercourse for the sake of not reducing grade or passing [...].] (B-Narasi Newsroom)

The commentator uses negative evaluations such as “problem”, “victim”, and the phrase “forced sexual intercourse” to describe the situation in which students are coerced into engaging in sexual activities for academic success. These evaluations were used to emphasise the seriousness and harm of the situation and to position the victims as vulnerable and powerless. In addition, the phrase “for the sake of not reducing grade or passing” highlights the power dynamics involved in this situation, where students have no choice but to comply with the perpetrator's demands. This shows that students are in a vulnerable position and their academic success depends on the success of the perpetrator of the violence. This situation is not just an individual problem, but the result of wider social and institutional structures that allow such abuses to occur. These structures include the power dynamics between lecturers and students, a culture of secrecy often surrounding cases of violence and sexual abuse, and a lack of effective system for reporting and addressing such abuse. In addition, lecturers have carried out cases of sexual coercion using grade withholding, as shown in Example (8).

(8)

 B 1 yr ago 
mohon maaf saja mahasiswi ada yang tidur dengan oknum dosen karena paksaan nilai yang ditahan, bahkan beberapa oknum dosen

[Sorry to say that some students sleep with unscrupulous lecturers because of coercion to withhold grades [...].] (B-Narasi Newsroom)

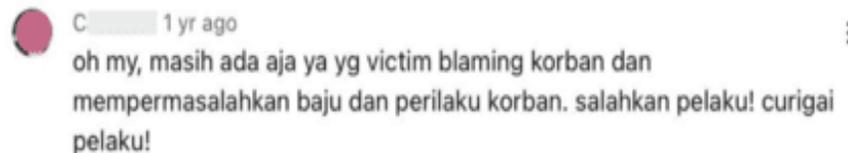
The above commentary shows the negative attitude of the commentator towards the phenomenon of students engaging in sexual relationships with their lecturers. The use of "sorry to say" conveys a sympathetic and apologetic tone, which implies a sense of disapproval and regret towards the situation. The word "unscrupulous" also suggests a negative evaluation by the lecturers involved in the situation. Additionally, the use of

"coercion to withhold grades" highlights the power imbalance between lecturers and students. The fact that lecturers can withhold grades implies that they have control over students' academic progress, and that students must comply with their demands to succeed academically. This power dynamic perpetuates the dominant ideology that lecturers hold more power and authority than students do.

Victim Blaming

Victim blaming refers to the practice of holding victims of violence or abuse responsible for the harm that they experienced. Example (9) illustrates how the blame is shifted away from the perpetrator and onto the victim, suggesting that they are somehow responsible for what happened to them.

(9)



[Oh my, there are still people who blame the victim and blame the clothes and victim behaviour. blame the perpetrator! suspect the perpetrator!] (C-Narasi Newsroom)

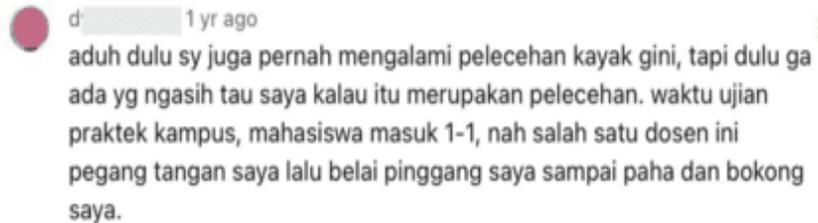
The use of "Oh my" describes an emotional reaction to the fact that views that blame the victim and criticise the victim's clothes and behaviour choices still exist in society. With the phrase "there are still people who blame the victim and blame the clothes and victim behaviour", the commentator exposes a personal view on the issue of victim blaming. The use of the word "still" indicates dissatisfaction with this perspective. In particular, the emphasis on "blame the clothes and victim behaviour" illustrates how people often look for justification in the victim's clothes or behaviour in an attempt to explain the perpetrator's actions. The comment "blame the perpetrator!" strongly suggests an attitude centred on perpetrator accountability. This reflects the author's stance that attention should be focused on the actions committed by the perpetrator and not diverted to victim-related factors. In addition, the phrase "suspect the perpetrator" expresses that one should have suspicions about the perpetrator, not the victim.

Lack Self-Understanding

Lack of self-understanding refers to a victim's lack of awareness or comprehension that they have experienced assault. This lack of self-understanding can be caused by a variety of factors, including societal norms and expectations, personal beliefs, and a lack of

education about what constitutes assault. Example (10) shows victim unawareness and the speaker's negative evaluation of their experience of harassment.

(10)



d-Narasi Newsroom 1 yr ago
aduh dulu sy juga pernah mengalami pelecehan kayak gini, tapi dulu ga ada yg ngasih tau saya kalau itu merupakan pelecehan. waktu ujian praktek kampus, mahasiswa masuk 1-1, nah salah satu dosen ini pegang tangan saya lalu belai pinggang saya sampai paha dan bokong saya.

[Gosh, in the past, I had experienced harassment like this one, but in the past no one told me it was harassment. [...]] (d-Narasi Newsroom)

The use of the expression “Gosh” conveys the speaker's surprise and shock relating to the experience. Additionally, the phrase “in the past no one told me it was harassment” suggests the probability that the speaker evaluates the situation as unjust and unfair because they were not aware that what they experienced was harassment. This negative evaluation reflects the lack of awareness around the issue of harassment in the speaker's environment. Furthermore, the statement suggests that there may be a power imbalance or a lack of power in the commentator's environment. The use of the phrase “in the past no one told me it was harassment” also suggests that those in position of power may not have acknowledged the existence of harassment or provided sufficient education or support to those who have experienced it. This power imbalance can perpetuate harassment, and thus, enable it to continue.

Discussion

This study employs critical discourse analysis (CDA) to investigate how commentators construct discursive sexual assault on Indonesian campuses through evaluative resources on YouTube commentaries. The findings indicate that YouTube commentaries employ negative evaluative resources to create negative prosody that condemns powerlessness, sexual coercion, victim-blaming, and lack of self-understanding, deeply entrenched in campus culture. This is consistent with Chilwa and Ifukor's (2015) report showing that discourses on violence and crime use negative value judgments to denounce the lack of action taken by people in positions of power to address sexual assault. Through negative evaluative resources, this study reveals that sexual assault on Indonesian campuses is a practice resulting from power dynamics, social structures, power imbalances, power abuse, and patriarchal cultures that are still entrenched. This result is in line with Atkinson and Standing's (2019) finding that institutional power structures contribute to an environment where sexual assault is normalised. Thus, this result indicates that sexual assault on Indonesian campuses is not only the result of individual actions but also related

to social and power systems that perpetuate gender injustice by using structural hierarchies that oppress individuals deemed weak (Connell & Messerschmidt, 2005; Fernando & Prasad, 2019). This leads to sexual assault victims frequently being positioned as powerless.

The powerlessness of sexual assault victims on campuses often manifests in various forms, such as feelings of fear, reluctance to act, lack of evidence, inability to speak out, lack of knowledge of seeking help, and trauma that can be used as evidence in cases of sexual assault. This indicates that sexual assault perpetrators exploit their higher social position to manipulate and control the situation, leaving victims feeling helpless. Consistent with Elindawati's (2021) findings, sexual assault often occurs against women in campus environments because of power relations that make victims afraid to report the violence they experience. This is demonstrated by the fact that victims of sexual assault tend to remain silent instead of reporting the incident and seeking justice (Sitorus, 2019).

Furthermore, the powerlessness experienced by sexual assault victims on campuses can stem from sexual coercion, which involves the manipulation of academic grades. This type of coercion involves offering high GPAs or withholding grades, which directly affect the academic success of the victim. This phenomenon perpetuates a social construction in which lecturers hold greater power and authority in the academic environment, making it possible for them to exploit sexually vulnerable students (Nugraha & Subaidi, 2022). This represents a manifestation of patriarchal culture in an academic environment in which lecturers have significant power and influence over students. Such power dynamics can foster a culture of fear and intimidation among students who may feel incapable of resisting such behavior because of the risk of negative consequences, such as receiving low grades. Rabbaniyah and Salsabila (2022) discovered in a strongly patriarchal culture, victims choose not to report violence in order to maintain interpersonal relationships, avoid conflict, obtain physical protection, and provide psychological security.

In addition, patriarchal culture tends to blame victims for gender discrimination. This is evident from the social stereotypes and biases that hold victims responsible for what happens to them, especially based on their clothing or behaviour. Such views imply that victims of sexual assault do not adhere to social values and norms (Shopiani et al., 2021). As a result, such attitudes worsen the condition of victims as society would perceive them as inviting the incident to happen. This issue arises because of a culture of gender injustice, which makes women often experience discriminatory treatment and vulnerability to sexual harassment. As revealed by various studies, female students at universities are at a higher risk of experiencing sexual harassment (Senn et al., 2015; Ullman, 2016), and the same happens in universities in Canada and the United States, where the level of sexual harassment against women enrolled in universities is quite high (Mellins et al., 2017; Senn et al., 2014). The findings from the current study also show a similar pattern, indicating that sexual harassment on Indonesian campuses is a serious problem that requires stakeholder attention and action.

Conclusion

This study highlights how negative evaluative resources employed in commentaries related to campus sexual assault in Indonesia reflect the negative culture surrounding powerlessness, sexual coercion, victim blaming, and lack of self-understanding. It further asserts that it is not solely a result of individual action, but rather produced by power dynamics, social structures, power imbalance, power abuse, and a deeply entrenched patriarchal culture. This study emphasises the need for stakeholders to take action to address sexual assault on Indonesian campuses, including implementing policies and procedures to protect victims, addressing power imbalance, and promoting gender equality. However, this study has several limitations. First, the use of YouTube comments as the primary data source may not represent the views and attitudes of the wider community towards sexual assault on Indonesian campuses due to possible biases towards certain demographics or ideologies, resulting in a skewed understanding. Second, the approach used was not sufficient to address the complexity and nuances of sexual assault on campus. Therefore, a multidisciplinary approach that involves other theories and stakeholders is required to address this issue. Finally, this study did not explore potential solutions or interventions to address the issue of sexual assault on Indonesian campuses. Therefore, further studies are required to verify these results. This study does not end the researchers' concern for campus sexual assault in Indonesia from lecturers' and students' voices. This was the beginning of the study's inquiry. The researchers hope this study raises further research in the understanding of unreported acts of campus sexual assault.

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Appendix

YouTube Video of Narasi Newsroom



YouTube Video of Deddy Corbuzier

