

# The role of social capital in the task force for preventing and handling sexual violence on campus

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## Abstract

Higher education institutions are required to establish a Task Force for the Prevention and Handling of Sexual Violence (PPKS). The presence of the PPKS Task Force within the campus requires thorough preparation so that its existence can be accepted and beneficial. Therefore, this research aims to examine how social capital is utilized by PPKS Task Force to strengthen its presence. The concept of social capital in organizational management is used for analysis. Using a qualitative approach, data collection was conducted through interviews with the chairperson and members of PPKS Task Force in three campuses where the PPKS Task Force has been established for more than 6 months. The research findings indicate the existence of bonding social capital through the reinforcement of vision, mission, and shared perceptions among Task Force members, which serves as an initial step before engaging in other activities. Additionally, there is bridging social capital through trust and support from the campus's internal stakeholders and related parties directly associated with the campus. Another crucial aspect is linking social capital through collaboration with external parties and various entities capable of providing support for PPKS Task Force activities and tasks.

**Keywords:** bonding social capital; bridging social capital; linking social capital; ppk task force; social capital

## INTRODUCTION

The issuance of Ministry of Education, Culture, Research, and Technology Regulation (Permendikbudristek) No. 30 of 2021 is accompanied by a mandate to establish the Task Force for the Prevention and Handling of Sexual Violence (PPKS Task Force) on campuses. Alongside this, the Ministry of Education, Culture, Research, and Technology continues synergizing with various higher education institutions in Indonesia. The Ministry stated that 100 percent of State Universities (PTN) have formed PPKS Task Force, and hundreds of Private Universities (PTS) either already possess or are in the process of establishing PPKS Task Force (Puput & Prima, 2023). Several important tasks to be carried out by PPKS Task Force include promoting gender equality education, disability awareness, and sexual and reproductive health education. Another important task is to follow up on cases of sexual violence based on reports. Additionally, PPKS Task Force coordinates with relevant agencies to protect victims and witnesses (Yasintha, 2022).

The policy regarding PPKS is in line with the increasing number of cases that occur, and there may still be many unreported cases. The definition of sexual violence referring to the Kemdikbud website is any act of degrading, humiliating, harassing, and/or attacking a person's body, and/or reproductive function, due to inequality in power relations and/or gender, which results in or can result in psychological and/or physical suffering, including those that interfere with a person's reproductive health and loss of opportunity to carry out education safely and optimally. Previous research (Zarkasi et al., 2023) referring to data from the National Commission on Violence Against Women notes that 53% of various violence cases encountered are sexual violence, some of which occur in educational environments, from primary education to higher education. In higher education, such incidents occur among students, between lecturers, or from lecturers towards students.

However, not all cases that occur are reported. Cases of sexual violence resemble an iceberg phenomenon that conceals much that remains undisclosed. Additionally, many victims of sexual violence refrain from reporting due to feelings of shame, fear, guilt, or even uncertainty about whom to report to. This situation is prevalent, as referenced in the Gender Equality Barometer IJRS and INFID research from 2020 (in Zarkasi et al., 2023), which states that more than half, about 57.3% of victims, do not report due to negative stigma directed at victims, especially women. This creates a societal attitude that tends to blame the victims, both from the public and law enforcement authorities. Therefore, through PPKS Task Force, it is hoped that a safe, comfortable, and free-from-sexual-violence educational environment can be created.

Considering these circumstances, the existence of PPKS Task Force is crucial because the cases faced are sometimes not easy and require support from various parties, both internally and externally from the campus. The Task Force team must be trusted by stakeholders to function effectively. The challenge is how prevention measures can be effective and the case handling process can proceed smoothly. On the ministry's website there are guidelines on the process of handling cases starting from receiving reports, examinations (including victim assistance and protection), preparing conclusions and recommendations, recovery and ultimately preventing recurrence. Therefore, the selected Task Force members must be trustworthy individuals who are concerned about sexual violence issues. Referring to the Guidelines of Permendikbud No. 30 of 2021, PPKS Task Force must be independent. Individuals or groups included in this policy are (1) students, excluding alumni; (2) educators, including lecturers, tutors, and others; (3) education staff; (4) campus residents, i.e., individuals who are daily present and active on campus such as cafeteria managers, service provider employees; and (4) the general public interacting with students, educators, and educational staff, such as participants in Real Work Lectures, internships, residential managers/landlords, and others.

Based on the above description, a team of educators, educational staff, and students in the Task Force becomes intriguing for further investigation. Task Force not only equipped with an assignment, physical facilities, funds, and insights into PPKS but also needs to possess social capital. A simple understanding of social capital is the benefit gained from socializing. The core idea is that 'relationships are important' and social networks are valuable assets. In essence, socializing and cooperation are crucial and valuable (Claridge, 2014). Social capital in organization such as networks, relationships, shared norms, and trust among individuals, teams, is the adhesive that holds organizations together. When coworkers trust their managers and each other, they tend to be more engaged, willing to go above and beyond the bare minimum requirements of their jobs, and are more likely to stay with the organization. In this study, PPKS Task Force as a part of organization, cannot work alone and must socialize, interact, and collaborate with various parties. This research aims to explore the social capital possessed by the PPKS Task Force on three campuses that are the subjects of this study. Furthermore, an analysis will be conducted on the role of this social capital in relation to the existence and sustainability of PPKS Task Force activities.

## LITERATURE REVIEW

Basically, every group or organization possesses social capabilities that can be utilized to conduct various activities. These capabilities are often unnoticed and unused to achieve objectives. Raising awareness about these social capabilities is crucial and becomes social capital (Alfitri, 2023). Social capital, refers to Santoso (2020) arises from the human ability to be considerate of others, to think and act generously, and to be cooperative. The concept of social capital relates to important questions about human behavior and motivation, such as why people donate and help others even when the benefits to themselves are unpredictable. The term social capital was first proposed by Lyda Judson Hanifan, who examined the causes of the success of a school principal in developing education in the United States. This principal was successful because he had sufficient social capital. Social capital, as Hanifan wrote in a book entitled *The Rural School Community Center*, is not wealth or money, but good will, friendship and close cooperation that form social groups, both within the school and the environment around the school. As a result, progress is achieved not only by students in the academic field but also by residents around the school in various aspects of life.

Bourdieu's conceptualization of social capital is that capital is not only economic in nature and that social exchange is not purely selfish but must include all forms of capital and profit. Social capital enables people to mobilize resources and exercise power over groups or individuals. In every material economic transaction is always accompanied by immaterial non-economic transactions that are immaterial in the form of social capital, namely in the form of interpersonal relationships between transaction actors, for example, the relationship between salespeople and consumers. In addition, the difference between economic capital and social capital can be seen in conversion. on conversion. Economic capital is easily converted into money or ownership. Social capital (such as an education degree) can also be converted into economic capital (Santoso, 2020). Bourdieu defined social capital as the accumulated real or virtual resources that individuals or groups acquire through the possession of more or less institutionalized relations of mutual acquaintance and recognition (Claridge, 2018).

Social capital involves multiple interconnected parties. In sociology studies, these relationships are referred to as social structures known as social capital resources (Tjahjono, 2017). According to Santoso (2020), social capital can be observed through various supportive organizational elements beyond economic capital. Social capital can be seen from active relationships among people, mutual trust, understanding, shared values, and binding behaviors. In early definitions, social capital was identified with properties of social organizations, such as trust, norms and networks. Some authors focused on trust. Other authors examine the organizational components that make social capital a productive asset. But many other authors interpreted the idea of social capital more widely, so that the social networks formed would lead to economic improvements, at least in the long run.

Based on these elements, cooperative actions are realized. It is impossible for members of society to individually overcome the various problems they face. There is a need for togetherness and good cooperation from all community members who have an interest in overcoming the problem (Fathy, 2019). The central message of social capital is that relationships matter and that social networks are valuable assets. Social capital is an aspect of the social context that has a productive advantage. This includes the existence of solidarity or goodwill between people and groups of people. Another simple explanation is helpfulness, which arises from feelings of gratitude, respect, and friendship (Claridge, 2018).

Elements observed in social capital are (1) trust, (2) cooperative efforts among organizational members, (3) mutual affection, and (4) the creation of social networks (Santoso, 2020). Trust is a key element in economic transactions. Trust enables participation in production. Every economic transaction has an element of trust in it. Trust is important because its presence or absence affects what we will do. In addition, with mutual trust, a profitable transaction can run smoothly. In addition, among the members of the organisation, from the highest leadership to the lowest level of supervision, there needs to be agreements about the rules of the game in the organisation, about the goals and objectives to be achieved and about what to do and what not to do. What should be done and what should not be done in the organisation. Mutual trust is the key to cooperation, while social capital is the tool for creating trust. Therefore, social capital is synonymous with the concept of trust. In other

words, organizations are formed and held together by mutual trust among its members and the surrounding environment.

Mutual affection can be described by a lot of transactions take place only because the people involved in them care about each other. They rationally believe that everyone cares about each other and so they trust each other to fulfil their obligations. Economists modelled such a situation as one in which members of an organisation or group have interdependent members of an organisation or group have interdependent utilities. Whereas the creation of a social network is close network like a family and extensive like an organisation. So, the networks themselves are interconnected with each other (Santoso, 2020).

Putnam (cited in Santoso, 2020) mentions two social capitals for groups or organizations: bonding social capital (owned and found within a single group or organization) and bridging social capital, referring to social capital between groups or organizations. Researchers at the World Bank add to this categorization by introducing linking social capital, which refers to group or organization relationships at a broader and higher level (Claridge, 2018). Social capital also refers to shared norms and values, interpersonal relationships, and binding behaviors that lead to cooperative actions (Santoso, 2020). Fukuyama (cited in Sidiq, 2019) defines social capital as values and norms held by group members that create cooperation. Trust, reciprocity, and social interaction are the primary elements of social capital. Research conducted by Wijaya and Salam (2019) concludes that the social capital possessed by an organization has the potential to develop the organization through networks and interactions with various parties. Social capital also encourages individuals within organizations to be open and share knowledge. Therefore, social capital involves social ties through social network forms as the basis for inter-group or inter-organizational cooperation (Marthalia, 2022).

Other research examining the role of social capital in pandemic management also demonstrates that social ties within a family, between communities, and among individuals with different backgrounds can be a strength in collectively facing a pandemic (Pitas & Ehmer, 2020). Social capital also fosters the emergence of new knowledge through interactions and enthusiasm for mutually beneficial relationships (Seferiadis et al., 2015). Moreover, in a study of the role of social capital, Ganguly et al. (2019) conclude that social capital is related to knowledge sharing among groups or parties, playing a role in enhancing innovative capabilities.

## **METHOD**

This research employs a qualitative approach with data collection through interviews. Key informants selected are the chairpersons or members of the PPKS Task Force in three campuses that have had the PPKS Task Force for more than six months. The chosen campuses are in three different cities, namely Jakarta, Bandung, and Yogyakarta. The interviews cover aspects related to the presence of the PPKS Task Force, starting from its establishment process, formation, initial team preparations, and how the Task Force conducts its tasks. Once sufficient data is collected, data coding and analysis are carried out.

Akdere (in Tjahjono, 2017) states that to analyze social capital, three levels need to be considered: micro (individual), meso (group or organization), and macro (related to society, state, law, politics, etc). Claridge (2014) explains that at the individual level, social capital tends to focus on social networks and relationship characteristics. At the group or organization level, the focus also tends to be on social norms and social structures such as roles and rules. Meanwhile, at the community or societal level, the focus tends to be on trust, norms, connections with various institutions, and mutually supportive activities. This research will examine these three stages by associating them with bonding, bridging, and linking social capital.

This research is limited only focusing on the PPKS Task Force in Private Universities (PTS). The reason for this selection is the differences in infrastructure between state universities (PTN), referring to the initial data collected by the researcher. Several major PTNs appear to be ready and even already have PPKS units, merely changing the unit's name when the policy of the Permendikbudristek No. 30 of 2021 was established.

## RESULTS AND DISCUSSION

The establishment of the PPKS Task Force at these three campuses follows the established mandate outlined in Permendikbudristek No.30 of 2021 and is managed by the Ministry's Internal Inspectorate and the Higher Education Service Institution (LLDikti) in their respective regions. It began with selecting a Task Force selection committee, which was then tasked with selecting Task Force members. However, in one campus, no selection was held for the initial Task Force team; instead, members were directly appointed and authorized by the relevant authorities from the Ministry (now called Kemdikbud). The ministry has also presented several guidelines accessible to the public, including the Guidelines Book of Permendikbudristek No.30 of 2021, the Guidebook for PPKS in Higher Education Environments, Guidelines for the Formation of Selection Committees and PPKS Task Force, and several other guidelines. Moreover, the Ministry's Inspectorate also frequently conducts socialization sessions.

The ministry also has a special page on its official website (<https://merdekadarikekerasan.kemdikbud.go.id>) that discusses sexual violence. Referring to the definition of sexual violence previously mentioned, the forms of sexual violence include 21 actions, including delivering speech that discriminates or harasses the victim's physical appearance, body condition, and/or gender identity; delivering speech that contains sexualized advances, jokes, and/or whistles to the victim; staring at the victim with sexualized and/or uncomfortable nuances; sending sexual messages, jokes, pictures, photos, audio, and/or video to the victim even though it has been prohibited; taking, recording, and/or circulating photos and/or audio and/or visual recordings of the victim with sexual content without the victim's consent; uploading body photos and/or personal information of the victim with sexual content without the victim's consent; persuading, promising, offering something, or threatening the victim to carry out sexual transactions or activities that the victim does not agree to and other similar action.

In this research, the three campuses under study have different conditions; for example, one campus lacks a Psychology Department or Faculty, resulting in no members with a psychology background on the Task Force team, which is crucial for case handling. On another campus, lecturers from the Law Department or Faculty did not participate in the selection process, so students representing the Law Faculty were chosen. In many campuses, Task Force members come from various fields of study, although not all programs or faculties are represented due to the selection process. The number of Task Force members adheres to regulations, being odd and a minimum of 5 members, with at least two-thirds being female. The Task Force chairperson comes from an educational background, while the secretary is from educational staff or a student.

PPKS Task Force is authorized through the Rector's Decree, and in the organizational structure of higher education institutions, Task Force's position depends on each institution's policy, such as being directly under the coordination of the Rector or one of the Vice-Rectors. To carry out its duties, the PPKS Task Force is provided with several supporting facilities such as space, funds, and access for socialization through the campus's information system and the use of social media.

*“Our presence is communicated through socialization. The initial socialization clearly involves the Public Relations department, right? If there is a Public Relations department here, they introduce it first once the PPKS Task Force is established. Then, blast emails are sent, and we are included on the university's website, also within the Single Sign-On (SSO) login. So, when accessing the existing network ...”* (Member of PPKS Task Force at Campus B in Yogyakarta)

In managing social media, from observations on social media platforms, not all Task Force members actively make posts. This is related to the available resources, considering that the role of the PPKS Task Force involves additional tasks. Hence, issues regarding time and the density of primary responsibilities need to be considered in Task Force governance. Regarding social media, the management of PPKS Task Force's social media accounts should be improved and its activity enhanced. Research on PPKS Task Force social media accounts conducted by Widiyanti et al. (2023) concluded that not only awareness and understanding of PPKS but also other knowledge areas like gender equality can be conveyed.

Research conducted on two official PPKS Task Force accounts showed that gender equality campaigns need to be intensified through the content created. Because social media is widely accessible, strong content will encourage campus communities, in particular, to speak up and stand against sexual violence. Furthermore, the ownership and support of existing social capital other than various campus facilities previously discussed will be further analyzed. The analytical stages refer to the presentation as mentioned earlier, from the individual, group, to inter-institutional/community levels.

#### **a. Individual Level - Bonding social capital**

The individuals involved in the Task Force from the three researched campuses mostly have a genuine concern for sexual violence issues, possess gender-related studies, or have been involved in handling sexual violence cases. These qualities become a crucial form of social capital for executing Task Force tasks. A source from the first campus mentioned that their Task Force Chairperson is a legal expert who has handled several sexual violence cases. Additionally, one of the Task Force members at that campus has actively assisted in provincial-level women's and children's protection agencies. These experiences strengthen the Task Force team and open up numerous collaboration opportunities with other entities.

At the second campus, although none of the members have experience in handling sexual violence cases, some have interests in gender studies, women, and diversity. Despite no law faculty members participating in the selection process, a selected student from the law faculty assists the Task Force in interpreting and understanding various regulations. This student also focuses on masculinity studies and frequently conducts awareness sessions among fellow male students to raise awareness about not positioning themselves with privileges as men and to emphasize that males can also be vulnerable to being victims.

For the third campus, Task Force members were directly appointed by the Rector, and some had been part of the sexual violence case handling team before the establishment of the PPKS Task Force. The leadership within the Task Force team appears robust, positioning the Task Force as an independent unit, immune to interference from university leadership in determining outcomes and recommendations for handled cases.

*“We position this Task Force as an independent unit and cannot be influenced by anyone, including university leadership, regarding the decisions on the handled cases. However, we provide various recommendations with different consequences, which can be chosen.”*  
(Chairperson of PPKS Task Force at Campus C in Jakarta).

From the profile of Task Force members, it is evident that some have backgrounds and experiences that support Task Force tasks. However, others are entirely new to this subject and lack experience in handling sexual violence issues. At the inception of the Task Force, all informants stated that they extensively engaged in internal consolidation through multiple meetings. Moreover, they conducted knowledge and experience-sharing activities among Task Force members, representing social capital within the unit.

Additionally, as the Task Force team comprises individuals from various academic backgrounds, the primary step taken was to ensure a shared understanding of the existence of the PPKS Task Force, the encompassing rules, areas of responsibility, and a unified mission and vision. Achieving this similarity requires openness and mutual trust among Task Force members. This aligns with elements within social capital where trust, mutual respect, and cooperation are vital. Furthermore, Task Force members must handle their responsibilities well, including maintaining confidentiality about their cases or refraining from spreading misleading information.

*“I said from the start to the team, be careful about placing someone in the advocacy field. Do not let it happen that there is a report that we, as Task Force, when questioned by others, keep being probed about what is happening. Come on, let us tell the story first, and then we can talk about the case.”* (Member of PPKS Task Force at Campus A in Bandung).

The above illustration highlights the necessity of high integrity among Task Force members. Moreover, with diverse backgrounds, there is a need for bonding social capital within the Task Force unit before they proceed with their following tasks. The presence of this social capital is expected to enhance the Task Force team's performance, as a solid team that comprehends its duties and responsibilities has been formed. The team also arranges routine meetings to exchange information, coordinate and control. They also carry out informal communication and try to ensure that communication between teams can generate commitment, encourage kindness, and especially uphold a sense of trust and harmonious relationships between members (Nurjanah et al, 2022).

Furthermore, an organizational-level analysis is needed to assess the Task Force unit's relations with other units within the university organization and external entities directly associated with the campus.

## **b. Organizational Level– Bridging Social Capital**

The presence of the task force within the structure of a university demands cooperation with various units within the campus and other institutions that have daily interactions with the campus. This is related to the scope of the task force's duties, which encompass all students, educators, educational staff, campus residents, and the general public associated with the campus. Campus residents are individuals who are actively involved in daily activities within the campus, including cafeteria vendors and service provider employees. Meanwhile, the general public refers to those who interact with students, educators, and educational staff outside the campus, such as those involved in Community Service Programs, internship sites, dormitory managers, and others. Within this extensive scope of responsibilities, trust and support from these various entities are crucial for the task force to carry out its duties, especially when handling serious cases.

To establish trust and support from these parties, introducing and socializing the PPKS Task Force is pivotal. The importance of the PPKS Task Force's existence needs to be accurately explained as one of the efforts to create a safe and comfortable environment. Based on the obtained data, there are still occasional inquiries from some parties about the reasons and objectives behind forming the PPKS Task Force. Therefore, socialization should be conducted regularly through various activities involving students, educators, educational staff, campus residents, and the community.

*“It is something that not everyone understands, including the university's top leadership. So, we repeatedly convey the purpose because there must be mutual understanding first. If there is no mutual understanding, they will not support or know about the task force.”* (Member of the PPKS Task Force at Campus A in Bandung)

A part from socialization for task force introduction, another crucial aspect is socialization about topics related to PPKS, such as knowledge about gender equality, diversity, disabilities, various forms of sexual violence, and their prevention and handling methods. Through these socialization activities, it is hoped that relevant parties will have a sufficient understanding of matters related to PPKS. Another important aspect of socialization is establishing trust in the task force and willingness to collaborate and assist if any problems arise. Social capital emerges through interactions between units within an organization or between organizations.

One of the interviewees mentioned that they often have to use a letter of endorsement from the university's top management to invite various internal campus entities to attend, whether it's for socialization purposes or when confirmation is required regarding a specific case. This indicates that complete trust in the task force is not fully established, especially when discussing cases that involve key individuals from other units. Without trust and support within the internal campus environment, the task force struggles to execute its duties. Trust and support from the university's management and all units towards the task force are also forms of social capital. It is important that each related unit feels the benefits of having the PPKS Task Force's presence besides being willing to collaborate effectively.

Likewise, this applies to external parties directly connecting to campus activities. It is known that many parties are involved in campus activities, such as sanitation companies, cafeteria management, banks, and others. Additionally, there are companies that provide internships for students, organizations hosting the Community Service Program, and more. This comprehensive range of campus community components demands well-planned and continuous socialization activities.

Furthermore, at the organizational level, social capital can be observed through regulations, norms, and roles that arise in relationships between units or organizations. In carrying out their duties, the PPKS Task Force must be guided by rules and norms set by the university, referring to the basic regulations from the Ministry of Education and Culture. Effective cooperation among various units within the campus organization is crucial to formulating necessary rules. A case that arises may not only require PPKS-related rules but may also extend to academic regulations (if it involves students) or employment regulations (if it involves educators and educational staff) especially if it involves external parties in the cases.

Moreover, apart from organizational regulations, organizational-level social capital also encompasses prevailing norms within and outside the organization. Differences in norms among organizations might exist, but fundamentally, the general norms existing in society can serve as a reference. The academic community engaged in activities outside the campus is also expected to uphold the rules and norms established by the campus while respecting the rules and norms at other locations. Awareness of these rules and norms is also a form of social capital worth possessing.

### **c. Society and Inter-institutional Level– Linking social Capital**

The cooperation undertaken by the task force is also established among institutions related to its duties. For instance, one of the campuses in this study does not have a Psychology program or faculty. Therefore, this campus's task force requires collaboration with an external Psychological Institution. Cooperation with other institutions relevant to the task force's duties is also necessary. Some institutions mentioned by the interviewees include the Ministry of Education and Culture's Inspectorate General (Itjen Kemendikbudristek), Legal Aid Institutions, Police, Hospitals, Safe Houses, NGOs, and others.

Research conducted by Ramadhan et al. (2023) highlights the importance of the PPKS Task Force collaborating with external parties in handling sexual violence cases, particularly in the victim's recovery process that requires specialized expertise. The researchers also emphasize the importance of the campus collaborating with various parties to combat sexual violence, thereby minimizing cases. Moreover, formulating internal policies might also require input from external entities.

The interactions and relationships formed with various institutions are expected to support the task force's smooth operation and create a social network. Moreover, the presence of these institutions is not only needed during case handling but also in other activities that necessitate campus collaboration with stakeholders. Openness and knowledge-sharing among collaborating institutions will generate social capital. Institutions that establish relationships with others and utilize existing collaborations will gain numerous benefits, thus increasing their social capital.

Currently, universities are encouraged to engage in more collaborations and partnerships, one of which is through the Merdeka Belajar Kampus Merdeka (MBKM) activities. This social network is essential social capital that should be continuously fostered. A broader public trust can emerge through this social network. Collaboration is currently the key to an organization's success. Collaboration between institutions from various elements is important, such as universities, government and society collaborating for certain purposes. Each party provides its role through its knowledge, policies and infrastructure (Prayudi et al, 2020).

According to the Ministry of Education and Culture's Inspectorate General's website (Khairunnisa, 2023), it is stated that during the 2023 PPKS Task Force National Coordination Meeting (Rakornas), the emphasis was on the importance of synergy and collaboration among institutions. Some issues raised by Rakornas participants included the lack of support from university leadership, such as providing supporting facilities,



funding, clear regulations, and training. Sharing experiences and information regarding the issues faced by the task force is evidence of the importance of social capital that the PPKS Task Force must possess to support the execution of its duties.

## CONCLUSION

In executing its duties, the PPKS Task Force relies not only on the various facilities provided by the campus but also on social capital. Social capital is crucial because this task force requires high trust among its members and stakeholders. This trust is in reference to the sensitive nature of the areas handled by the task force, particularly regarding sexual violence. The PPKS Task Force might differ from other task forces on campus and needs full support from various parties. Additionally, the relationships and collaborations fostered by the task force are crucial to facilitate its operations. Hence, social capital is vital for the PPKS Task Force. The results of this study examine three levels: individual, group or organization, and society, correlated with three forms of social capital. First is bonding social capital through strengthening the vision, mission, shared perceptions, and trust among PPKS Task Force members, which is the initial step before engaging in other activities. Second is bridging social capital through trust and support from the internal campus and relevant parties directly connected to the campus. Furthermore, various regulations and norms also represent a form of social capital at the organizational level. Third is linking social capital through collaboration with related external parties, including the Ministry of Education and Culture, the Police, Legal Aid Institutions, and various parties supporting the activities and tasks of the PPKS Task Force. Through this collaboration, public trust emerges.

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