

Protection of Nursing Students from Harassment During Field Practice

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Abstract

Harassment of nursing students during field practice has become a serious issue threatening the comfort and safety of the learning process. This phenomenon is influenced not only by the imbalance of power relations and the persistent patriarchal culture, but also by the suboptimal legal and institutional protections in educational and healthcare environments. This study aims to identify the factors causing harassment against nursing students and evaluate the protective efforts provided by educational institutions and healthcare facilities. The method used is qualitative with a literature study approach, examining various laws and related literature to obtain a comprehensive picture of the issue. The research results show that although there are regulations such as Law Number 12 of 2022 concerning Sexual Violence Crimes and the Minister of Education, Culture, Research, and Technology Regulation Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education, the implementation on the ground is still not optimal. Structural factors, a work culture that is not supportive, and a lack of reporting systems are the main obstacles. Institutional protection efforts are still administrative in nature and have yet to be fully integrated between educational institutions and health facilities. The implications of this research emphasize the importance of strengthening inter-agency coordination, increasing awareness and sensitivity training regarding harassment issues, and developing stricter and more comprehensive policies. Educational institutions and health facilities must work together to create a safe and violence-free practice environment.

Keywords:

Health Facilities, Nursing, Female Students, Harassment, Protection

1. Introduction

Harassment is a form of human rights violation that has become a global concern in recent decades. The term harassment in English describes actions that are annoying, offensive, or demeaning to a person, either verbally, physically, or psychologically. The phenomenon of harassment can occur in various environments, ranging from the workplace or workplace, educational institutions, public spaces, to the family environment (Sari et al., 2023). Various forms of

harassment such as *sexual harassment, bullying, psychological harassment, and discrimination* have caused serious negative impacts on victims, not only physically, but also mentally and socially. Therefore, protection against harassment is an important aspect in upholding justice and fulfilling human rights (Mahulae & Wibowo, 2023).

Harassment is unwanted and harmful behavior perpetrated by a person or group against another individual with the aim to intimidate, threaten or exploit. In sexual harassment, for example, the perpetrator commits acts of a sexual nature without the victim's consent, such as verbal abuse, inappropriate physical contact, to threats and coercion. This type of harassment is very damaging because it involves the honor and personal integrity of the victim (Hardiman & Saefudin, 2023). In many countries, sexual harassment in the workplace has become a major issue that requires strict regulations and effective law enforcement so that the work environment can be safe and conducive (Isnawati & Khosianah, 2022).

In addition to sexual harassment, there is also psychological harassment that is often invisible to the naked eye, but has a long-term impact. Psychological harassment includes actions such as intimidation, humiliation, social isolation, or restrictions on freedom that aim to control and suppress the victim (Puspita & Budiarsih, 2022). In educational settings, for example, bullying is a clear example of psychological harassment that is often experienced by children and adolescents. The impact of bullying can cause stress, decreased self-confidence, and even serious mental health disorders such as depression and anxiety (Sukmawati et al., 2021). Therefore, protection for victims of abuse must not only include legal aspects, but also adequate psychosocial support (Sari et al., 2023).

The case of an internship student at Raden Mattaher Hospital in Jambi who was allegedly harassed by one of the nurses in the operating room installation section (Blakan & Kontra, 2022). Cases of sexual harassment experienced by nursing students during field practice in hospitals reflect the weak protection system for students in the education and health service environment. From a social perspective, these acts of harassment are often not taken seriously due to the normalization of gender-based violence, especially in hierarchical work environments such as hospitals. Students are in a vulnerable position, with unequal power relations with supervisors and other health workers, so they often choose to remain silent because they are worried about the consequences for their academic grades and the continuation of their education. In addition, the low awareness of the public and medical personnel regarding professional ethics also exacerbates this condition.

From an educational perspective, such incidents indicate a gap in the learning system that has not optimally equipped students with the knowledge and skills to deal with situations of violence or harassment in the practice setting. The nursing curriculum generally focuses on clinical aspects, but does not emphasize issues of self-protection, work ethics, and student rights during field practice. Field supervisors often have not received special training on gender sensitivity and handling cases of sexual violence. Therefore, there is a need to integrate materials on professional ethics, sexual violence, and protection mechanisms into the

curriculum, as well as periodic training for lecturers and clinical supervisors to create a safe and supportive practice environment for all students.

From a legal perspective, protection against harassment is regulated in various laws and regulations that aim to provide legal certainty and justice for victims (Makin & Setyorini, 2024). Many countries have adopted policies and laws that specifically regulate harassment, especially in the areas of employment and education. For example, the passage of anti-sexual harassment laws and the establishment of effective complaint mechanisms in the workplace are important steps to prevent and deal with harassment cases. However, there are still obstacles in the implementation of these laws, such as lack of public awareness, social stigma against victims, and lack of training for law enforcement officers. This shows that protection against harassment cannot only be normative, but must involve education, victim empowerment, and cultural change (Rahmat et al., 2021).

The development of technology and social media also brings new challenges in harassment. Cyberbullying and harassment through digital platforms are increasingly prevalent and often difficult to address due to their anonymity and wide reach. Victims of digital harassment face pressure and threats that are no less serious than direct physical or verbal harassment (Pebrianti & Pura, 2023). Therefore, legal protection against harassment must also adapt to the development of information technology, by regulating and monitoring online content and providing protection for internet users from all forms of violence and harassment (Masdi et al., 2023).

Harassment knows no boundaries of age, gender or socio-economic status. Children, women, men, and even the elderly can be victims of abuse in various forms. Therefore, protection strategies must be inclusive and sensitive to the diversity of vulnerable groups. A human rights-based approach should be the main foundation of any protection efforts, ensuring that all individuals have equal access to justice and legal protection (Marsel & Simamora, 2025). Globally, various international organizations such as the United Nations (UN) through agencies such as UN Women and UNICEF have encouraged countries to strengthen protection against acts of abuse. International conventions, such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), stipulate the state's obligation to protect women from all forms of violence and harassment. This international commitment is an important driver for national governments to revise and adjust policies and legislation to align with international human rights standards (Rosnawati, 2022).

Protection against harassment has also received serious attention through various regulations such as Law No. 13 Year 2003 on Manpower, as well as implementing regulations governing harassment complaint mechanisms in the workplace and educational institutions. However, the challenges of implementation and socialization are still a big homework so that this protection is truly felt by all levels of society (Paradias & Soponyono, 2022). Protection against harassment is a fundamental need that must be realized in a comprehensive and sustainable manner. It is not only about law enforcement, but also about building social awareness, cultural change, and strengthening support systems for victims. An

environment that is safe and free from harassment is an important prerequisite for the creation of a just, equal and dignified society. Therefore, every party must play an active role in this protection effort, in order to guarantee the right of every individual to live safely, comfortably, and free from violence and discrimination (Bahri, 2021).

Nursing students who are undergoing field practice in health facilities such as hospitals, health centers, and clinics are an important part of the process of forming professional health workers. They are not only students, but also practitioners who interact directly with patients and other medical personnel. Unfortunately, in this process, many of them face serious risks in the form of verbal, physical, and psychological abuse. This harassment often occurs due to the vulnerable position of female students, the unequal hierarchy of power, and the lack of adequate supervision and protection systems. This problem is very important because it not only disrupts comfort and safety in learning, but also risks causing trauma, mental health problems, and decreased motivation to learn.

In the Indonesian legal framework, this issue actually has a number of strong foundations. Law Number 12 of 2022 on Criminal Acts of Sexual Violence (UU TPKS) explicitly regulates the types and forms of sexual violence that are prohibited and must be handled by the relevant institutions. In addition, Law No. 17 of 2023 on Health and Law No. 13 of 2003 on Labor provide a legal basis for the right to protection for health workers, including students in clinical practice. The problem is increasingly prominent because although there are already regulations such as Permendikbudristek No. 30 of 2021 concerning Prevention and Handling of Sexual Violence in the Higher Education Environment, implementation in the field is still very limited, especially in off-campus practices (Hidayat et al., 2023).

There have been many studies on sexual harassment in higher education, especially in the classroom or campus. However, there is still a considerable research gap in practical students, especially nursing students who work in semi-formal spaces such as hospitals and health centers. Previous studies have mostly focused on professional nurses or on the psychological impact after the incident, without specifically discussing the roles and responsibilities of educational institutions in providing proactive protection. On the other hand, there is also a lack of studies linking empirical findings with national legal regulations such as the TPKS Law or Permendikbudristek No. 30/2021. This research tries to fill this void by combining sociological and juridical approaches, and focusing on vulnerable subjects that are often ignored in academic literature.

The urgency of this research is very high considering that there are still many cases of harassment against nursing students that are not officially documented due to fear of stigma, bad judgment, or lack of a safe reporting system (Aliyazni et al., 2019). When harassment occurs in what is supposed to be a learning environment, not only is the educational process disrupted, but there is also potential damage to students' confidence and future careers. Moreover, within the framework of human rights and Human Rights Law Number 39 of 1999, every citizen has the right to obtain education in an atmosphere that is safe and free from violence. Therefore, it is important to conduct an in-depth study in order to produce data-based policies

that are able to respond to the protection needs of nursing students, as well as strengthen the implementation of existing regulations that have not been implemented optimally.

Different from previous studies, this research directly links field findings with Law No. 12 of 2022 on TPKS, Law No. 17 of 2023 on Health, and Permendikbudristek No. 30 of 2021, and offers a protection model based on the principle of zero tolerance against sexual violence (Khairani & Masitah, 2021). This research also places female students as the main subjects and agents of change, not just victims, who have the right to a safe and supportive learning environment. Thus, the results of this study have the potential to become a reference for education and health policies that are more inclusive, equitable, and based on gender justice.

The problem formulation in this study is focused on two interconnected main points. (1) What factors lead to harassment of nursing students during field practice? This question leads to the identification of social systems, work culture, and structural weaknesses that allow unethical actions against female students who are studying. (2) What protection efforts have been and should be provided by educational institutions and health facilities to ensure the safety and comfort of nursing students? This formulation aims to evaluate the effectiveness of the protection system that has been implemented and formulate policy recommendations based on regulations and best practices in the world of health education.

This study aims to, (1) identify and examine the various causal factors behind the harassment of nursing students during field practice. (2) evaluate the forms of protection that have been implemented by educational institutions and health facility partners. This research provides two main benefits. (1) theoretically, the results of this study will enrich the literature in the fields of nursing, gender, and healthcare education, especially those related to the protection of women in the educational work practice environment. This research is also an important contribution to the development of a student protection framework based on legal and social approaches. (2) Practically, this study can be used as a reference by the campus, hospital, and policy makers in designing a safe harassment reporting system, gender awareness training, and building a work culture that respects the dignity and rights of each individual, especially nursing students who are still in the learning stage.

2. Literature Review

Harassment of women, especially nursing students undergoing field practice, is a complex phenomenon that involves various social, cultural, structural and legal aspects. Various literature shows that the nursing practice environment, which is hierarchical and stressful, is a vulnerable space for sexual and non-sexual violence. This is exacerbated by unequal power relations between students and senior health workers, as well as a lack of understanding of rights and legal protection (Aliyazni et al., 2019; Ananda et al., 2023). A study conducted by Dama (2024) showed that

many cases of harassment go unreported due to victims' fear of social stigma and academic repercussions. This is in line with the findings of Hardiman & Saefudin (2023), who emphasized that verbal and physical harassment is often ignored because it is considered part of a harsh and masculine work culture. The patriarchal culture in health institutions not only creates unsafe spaces, but also shapes social norms that justify male dominance over women, including in the form of unprofessional interactions (Dama, 2024; Juliantara et al., 2021).

From a juridical point of view, regulations such as Law Number 12 of 2022 concerning Criminal Acts of Sexual Violence (UU TPKS) and Permendikbudristek Number 30 of 2021 have explicitly regulated the protection mechanism for victims of sexual violence in higher education. However, the implementation of these regulations is still limited, especially in the context of off-campus field practices (Makin & Setyorini, 2024; Virgistasari & Irawan, 2022). Several studies have shown that educational institutions are still lacking in providing training on gender awareness and professional ethics, which should be an integral part of the nursing curriculum (Ilmu, 2024). In fact, strengthening the capacity of students and educators in dealing with situations of sexual violence is very important to prevent harassment and encourage courage in reporting.

In the international literature, the concept of zero tolerance policy towards sexual violence in educational institutions and health services has been an effective approach to encourage changes in organizational culture and structure (Rosnawati, 2022). This approach does not only focus on the punitive aspects of perpetrators, but also on building safe reporting systems and psychosocial support for victims. In general, the literature review shows that the protection of nursing students should include a multidisciplinary approach that combines legal regulation, organizational culture reform, gender awareness education, and the establishment of a transparent and pro-victim monitoring and reporting system.

3. Research Method

This research uses a qualitative method with a *library research* approach, which focuses on collecting and analyzing data from various written sources relevant to the theme of protection of nursing students from harassment during field practice. The data in this study were obtained from primary legal materials such as Law Number 12 of 2022 concerning Criminal Acts of Sexual Violence, Law Number 17 of 2023 concerning Health, Law Number 13 of 2003 concerning Labor, and Law Number 39 of 1999 concerning Human Rights. In addition, secondary legal materials were also used in the form of books, scientific articles, journals, and policy documents such as Permendikbudristek Number 30 of 2021 concerning Prevention and Handling of Sexual Violence in the Higher Education Environment (Saputra et al., 2022). The analysis was carried out *descriptively-analytically*, with the aim of describing concepts, legal norms, and policies that support the legal protection of nursing students. This approach allows researchers to comprehensively understand the relationship between applicable regulations, implementation challenges in the

field, and the urgency of formulating more effective and responsive protection strategies for education and health in Indonesia.

4. Discussion

4.1 Factors Causing Harassment of Nursing Students in the Practice Environment

Harassment of nursing students during field practice is caused by various interrelated factors. One of the main causes is the unequal power relations between students and senior health workers, which creates a situation vulnerable to abuse of authority. A work culture that is permissive of unethical behavior also contributes to this condition. In addition, institutional weaknesses in supervision and reporting mechanisms discourage victims from coming forward for fear of the impact on their grades or professional future. These factors point to the need for a systemic approach in creating a safe and fair practice environment.

4.1.1 Power Imbalance

The inequality of power relations between nursing students and senior health workers is a major factor in the occurrence of harassment in the practice environment. Students are in a vulnerable position because they are still students, have limited experience, and are very dependent on the supervisor's judgment. This situation opens up opportunities for those in authority to abuse their power. Fear of academic repercussions and the lack of a protection system mean that many victims choose to remain silent. This reflects the need for structural reforms in the education system and health practices. In power dynamics theory, power imbalances are often used by perpetrators to intimidate and manipulate female students to remain silent. Fear of negative impacts such as practice failure, being labeled badly, or loss of career opportunities make female students reluctant to report. This condition is known as the silencing phenomenon, where victims feel powerless to speak out. As a result, harassment continues to occur without adequate supervision. This shows the importance of strong protection and support for victims.

4.1.2 Patriarchal Culture and Sexism in the Work Environment

The patriarchal culture that is still prevalent in many health and educational institutions contributes greatly to the occurrence of sexual harassment. In a system dominated by masculine values and gender hierarchy, women are often seen as an inferior or subordinate group (Dama, 2024). Subtle or explicit sexist attitudes, such as demeaning women's roles, limiting their space, or considering women as sexual objects, are at the root of

many cases of harassment. This calls for cultural change and a more egalitarian attitude in the workplace and education. Sexism and gender bias do not only occur at the individual level, but are also inherent in organizational culture. For example, social norms that justify sexual jokes, demeaning comments on women's appearance, or ignoring complaints of harassment are indicators that the environment does not support gender equality (Ananda et al., 2023). In nursing students, this patriarchal culture is exacerbated because the nursing profession is still historically seen as a "woman's" job with a social status that is less respected than medical professions such as doctors. This causes nursing students to often experience unfair treatment and easily become targets of harassment. This stigma reinforces gender inequality and increases their vulnerability in the practice environment.

4.1.3 Lack of Institutional Protection and Supervision System

The weakness of protection systems provided by educational institutions and health facilities is a significant factor that facilitates abuse (Virgistasari & Irawan, 2022). In many cases, while internal policies have been designed to prevent sexual violence, their implementation on the ground is often inconsistent and ineffective. Many institutions have not provided reporting mechanisms that are safe, confidential, and in favor of victims. As a result, nursing students often choose to remain silent for fear of social stigma, negative judgment, or retaliation from the perpetrator. The institution's unpreparedness in handling cases seriously strengthens the culture of impunity and hinders the creation of a safe practice environment.

In addition, supervision during field practice is also very limited. Many institutions do not provide adequate assistance from supervisors or mentors while students are in the field. This lack of monitoring allows perpetrators to commit acts of harassment undetected. The unclear accountability system also causes a lack of consequences for perpetrators, so that harassment can be repeated and even become a hidden culture in the work environment. This condition shows that the protection of female students is still not a priority, and reform of the supervision and mentoring system is urgent to prevent sexual violence in the practice environment.

4.1.4 Ignorance and Lack of Awareness about Legal Rights and Protection

Nursing students' knowledge of their rights and the regulations that protect them from harassment is still very limited. Many of them do not understand the available legal mechanisms, such as Law Number 12 of 2022 on Sexual Violence Crime Act or Permendikbudristek Number 30 of 2021 on Prevention and Handling of Sexual Violence in Higher Education. This ignorance makes them unable to take legal or administrative steps when experiencing harassment (Maulida & Romdoni, 2024).

In addition, the lack of gender sensitivity education and anti-harassment training for female students and senior health workers reinforces a culture of tolerance for inappropriate behavior. Many people still do not understand the boundaries of healthy and ethical professional interactions. Without sufficient understanding, harassment is often perceived as trivial or even normal in the work environment. Therefore, there is a need for ongoing education programs that cover issues of human rights, gender equality, and professional ethics. This education should be directed not only to students, but also to all health workers in the institution. With this approach, it is hoped that a safer, more inclusive and equitable practice environment will be created for all parties.

4.1.5 Psychological Stress and Economic Dependency

Nursing students undergoing field practice are often in stressful psychological situations. They must quickly adapt to an unfamiliar work environment, while meeting strict academic demands and professional standards. This pressure often leads to stress, anxiety, and even insecurity. In their emotionally unstable state, they become more vulnerable to acts of harassment, both verbal and physical. The lack of psychological support from the institution also exacerbates this vulnerability, as they have no safe space to express their grievances or trauma.

In addition, economic dependence is also a factor that exacerbates the vulnerability of nursing students to harassment during field practice. Many of them come from family backgrounds with unstable economic conditions, so undergoing practice is not only an academic requirement, but also a hope to get a job and income in the future. In such a situation, field practice becomes a crucial point that cannot fail. Therefore, when faced with harassment, they often choose to remain silent and restrain themselves for fear of greater consequences, such as failing to graduate, losing professional relationships, or being dropped from job opportunities. This fear makes them stay in an unsafe environment, as they feel they don't have many options. This economic inequality ultimately makes harassment a form of violence that is not only physical or verbal, but also takes advantage of the victim's socio-economic condition.

4.1.6 Lack of Responsive Reporting and Handling System

One of the main reasons why harassment of nursing students continues is the absence of a reporting system that is easily accessible, transparent, and truly guarantees whistleblower protection. Although some institutions have written policies related to the prevention and handling of sexual violence, their implementation is far from adequate. Existing complaint channels are often not independent and are still in the same hierarchical structure as the perpetrator, making them prone to conflicts of interest and intimidation. Victims who intend to report face social and academic risks, such as stigmatization, retaliation, or being considered "trouble makers".

As a result, many female students choose to remain silent because they feel there is no guarantee of safety, protection, and justice from the institution. This distrust is exacerbated by a slow, convoluted, and non-transparent handling system, which only reinforces the notion that their reports will not be taken seriously. In many cases, perpetrators remain free to move without meaningful sanctions, and can even repeat their behavior against other victims. This uncertainty and lack of deterrent effect not only reinforces a culture of impunity, but also sends a message that the safety and well-being of female students is not a top priority. Therefore, reforming the reporting system and protecting whistleblowers is an urgent need in creating a safe and pro-victim practice environment.

4.1.7 Social and Cultural Factors in Society

The social and cultural environment outside of educational institutions and health facilities also influences the harassment of nursing students. Societies that still strongly hold conservative and patriarchal values often place women as responsible for maintaining the “honor” of themselves and their families. As a result, victims of harassment are often negatively stigmatized and experience victim blaming, where blame is shifted to the victim. Often, victims also face social ostracization, which makes them feel isolated and reluctant to report. This condition worsens the psychological impact of harassment and hinders effective prevention and treatment efforts. Therefore, changing the attitude of the community is very important to support victim protection. (De Marrilac, 2021).

One of the main challenges in the protection against abuse is the social attitudes that sometimes still trivialize or even justify such acts. For example, gender stereotypes and patriarchal social norms often make victims, especially women, feel afraid or ashamed to report. Victim blaming is a phenomenon that still occurs frequently, where victims are blamed for the harassment they experience (Saputera, 2022). This condition exacerbates trauma and hinders the victim's recovery process. Therefore, protection efforts must be accompanied by awareness campaigns that instill values of respect, equality and justice in the wider community (Juliantara et al., 2021).

Victim blaming in society further exacerbates victims' fear of reporting and encourages them to cover up their traumatic experiences. When victims are blamed for what happened to them, they feel unsupported and ignored, so they prefer to remain silent to avoid social stigma and pressure from the surrounding environment. This not only adds to the victim's psychological burden, but also reinforces their sense of isolation and helplessness. In addition, cultural norms that consider sexual harassment a taboo topic mean that open discussion on the issue is very limited. The lack of space for education and socialization related to gender-based violence makes people less sensitive and less aware of the importance of protecting women, including vulnerable nursing students. As a result, the issue of sexual harassment is often considered a private matter that does not need to be discussed widely, so that prevention and handling efforts are less effective.

This emphasizes the importance of cultural change and increased public education so that victims feel supported and harassment can be prevented as a whole.

4.1.8 Crowded Health Facilities and High Work Pressure

Field practice environments such as hospitals, health centers, and clinics often have high workloads and busy working conditions. The pressure to meet service targets and work efficiency leads to a work atmosphere that is sometimes not conducive and stressful. In these situations, unprofessional behavior such as sexual harassment may occur as a manifestation of stress and social disorder. This condition also makes it difficult to supervise and control the behavior of staff members consistently. Senior health workers who experience high work pressure may also lose empathy and self-control, potentially leading to harassment.

4.1.9 Lack of Professional Ethics Training and Education

Training on professional ethics, gender awareness, and handling sexual violence is often overlooked in nursing education curricula and training in health facilities. As a result, senior health workers and students do not have adequate understanding and skills to effectively prevent and respond to abuse. This lack of training contributes to permissive attitudes towards unethical behavior, low sensitivity to the issue of sexual violence, and unpreparedness of institutions in responding to reports of abuse. A number of universities have realized the importance of this issue and have begun to integrate sexual violence prevention and handling training in their curriculum. For example, Universitas Gadjah Mada through the Task Force for the Prevention and Handling of Sexual Violence (Satgas PPKS) provides workshops and training related to the prevention and handling of sexual violence cases for vocational and university students. These steps are expected to increase the understanding and skills of health workers in dealing with the issue of sexual violence in the education and health service environment (Ilmu, 2024).

4.1.10 Individual Factors of Perpetrators and Victims

It is undeniable that psychological factors and the individual character of the perpetrator also influence the occurrence of harassment. Perpetrators may have diverse motivations, ranging from the need for control, dominance, to certain psychological disorders. Meanwhile, victims who are young and lack experience in dealing with social pressure and manipulation can become easy targets. Nursing students who do not yet have assertive communication skills and awareness of personal boundaries are also likely to have difficulty resisting or countering harassment effectively. Therefore, empowering

students with social and psychological skills training is crucial to reduce the risk of harassment.

The factors that cause harassment of nursing students are complex and interrelated, involving structural, cultural, psychological aspects, as well as weaknesses in the protection system. Power inequality, patriarchal culture, lack of supervision, lack of legal awareness, psychological pressure, and crowded working conditions are the main factors that open up opportunities for harassment. Understanding these factors comprehensively is an important first step in designing effective, inclusive, and sustainable protection strategies to create a safe and supportive practice environment for nursing students.

From a psychological perspective, the importance of protection against harassment is also related to the right of every individual to live in a safe and threat-free environment. Harassment not only violates a person's right to privacy and honor, but can also damage the mental and physical health of the victim (Priyambudi et al., 2023). Chronic stress, sleep disorders, and other health problems are often the impacts of harassment that should not be ignored. Holistic and comprehensive handling, ranging from prevention, protection, assistance, to victim rehabilitation, is the key to minimizing these negative impacts (Handayani & Nuraeny, 2022).

Protection against acts of harassment must be a shared responsibility, not just the government or law enforcement agencies alone. Non-governmental organizations (NGOs), communities, educational institutions, companies, and individuals must play an active role in creating a safe and harassment-free environment. Awareness training, drafting internal policies, and developing a transparent and confidential reporting system are examples of concrete steps that can be taken. Thus, this protection is not only a formal regulation, but also a culture and value embedded in everyday life (Rahmansyah et al., 2022).

4.2 Protection Efforts Provided by Educational Institutions and Health Facilities for Nursing Students

Nursing students are a vulnerable group to sexual harassment and violence in the health practice environment. This is due to unequal power relations and gender that can affect interactions between students and other parties in health facilities. Therefore, educational institutions and health facilities have a responsibility to provide effective protection for nursing students. Such measures are important to make the learning and practice process safe and conducive.

4.2.1 Preparation of Internal Policies and Regulations

One of the measures that educational institutions and health facilities can take is to develop and establish internal policies and regulations governing

protection against harassment and violence in the practice environment. This policy usually takes the form of a code of ethics that regulates the behavior of all parties involved in the education and health care process, including students, lecturers, medical personnel, and administrative staff. The code of conduct serves as a guideline to ensure professional interactions and respect for the dignity of each individual. In addition, the policy also covers safe reporting procedures and transparent case handling mechanisms. With a clear and firm policy in place, the institution can create a safe, conducive, and violence-free environment for all parties involved.

Educational institution and health facility policies that explicitly prohibit all forms of sexual harassment, discrimination, and violence are fundamental steps in creating a safe environment for nursing students. This policy is usually outlined in the form of a code of ethics that regulates the behavior of all parties involved in the education and health care process, including students, lecturers, medical personnel, and administrative staff. In addition, this policy also establishes reporting and handling procedures that must be followed in the event of a violation, ensuring that each report is taken seriously and professionally. In some institutions, this policy is integrated with an anti-harassment policy that stipulates strict sanctions for harassers, ranging from warnings to dismissal or legal action, according to the level of offense committed. With a clear and firm policy, it is hoped that a safe working and learning environment will be created, where nursing students feel protected and valued, and can undergo the education and practice process optimally.

4.2.2 Complaint and Protection Unit

To ensure the effectiveness of these policies, many institutions have established special units that serve as complaint and protection centers. This unit is tasked with receiving reports from female students who experience harassment, conducting independent investigations, and providing psychological and legal assistance. This complaint unit usually adopts the principles of confidentiality and non-retaliation, so that victims feel safe to report without fear of pressure or retaliation from other parties. This assistance is important to restore the victim's condition and provide a sense of justice. Some institutions also provide helplines or emergency contact services that can be accessed at any time by female students if they face emergency situations or need immediate assistance.

4.2.3 Anti-Harassment Awareness Training and Education

Educational institutions and healthcare facilities realize that prevention is the key to reducing harassment cases. Therefore, they regularly organize education and training programs for the entire academic community and health workers on issues of sexual harassment, gender-based violence, and

human rights awareness. The training is not only for female students, but also for lecturers, practice mentors, and senior medical personnel so that they understand the importance of creating a safe environment and respecting women's rights. Topics covered include recognizing forms of harassment, prevention methods, assertive communication strategies, and proper reporting procedures (Harassment et al., 2024). In addition, some institutions use interactive training methods such as workshops, role-playing, and scenario-based training to increase participants' understanding and readiness to deal with potentially harassing situations.

4.2.4 Intensive Practice Mentoring and Supervision

Nursing students usually practice in health facilities with direct assistance from supervisors and clinical mentors. Educational institutions strive to improve the intensity and quality of this mentoring so that students are not left in risky situations without supervision. Good mentoring includes direct supervision during the practice process, psychological coaching, and regular evaluations related to the condition and experience of female students during practice (Perempuan, 2013). Thus, the potential for harassment can be detected early and addressed immediately. Health facilities have also begun to implement a mentoring system that is oriented towards developing a supportive work environment, where mentors are expected to be both protectors and mentors of nursing students.

4.2.5 Implementation of an Easy and Secure Reporting System

Educational institutions and healthcare facilities are working to create an accessible and safe reporting system for nursing students. This system must ensure that reports can be made anonymously or openly, depending on the victim's choice, and do not cause pressure or stigma. Some institutions develop digital platforms in the form of apps or websites specifically for complaints that allow female students to report harassment at any time without having to meet face-to-face if they feel afraid or uncomfortable. In addition, reporting procedures are usually equipped with clear guidance on the steps to be taken after the complaint, so that victims know their rights and available channels of resolution.

4.2.6 Psikologis Provision of Counseling and Psychological Support Services

Dealing with harassment certainly has a big psychological impact on victims. Therefore, educational institutions and health facilities are committed to providing professional counseling and psychological support services to help female students recover from trauma. These services are usually provided by psychologists or counselors who are trained in handling cases of violence and harassment. Counseling can be done individually or in groups, depending on

the needs of the victim. In addition, psychological support also includes peer support programs or support groups of fellow female students who can share experiences and provide motivation.

4.2.7 Strengthening Cooperation with External Institutions

In some cases, educational institutions and health facilities collaborate with external agencies such as women's protection agencies, *non-governmental organizations* (NGOs), and law enforcement officials to ensure that harassment is handled thoroughly and in accordance with the law. This collaboration is important to provide additional support for victims, including legal assistance, advocacy, and protection during the investigation and trial process if the case proceeds to the legal realm. Through this collaboration, educational institutions and health facilities can strengthen existing protection mechanisms and ensure justice for nursing students.

4.2.8 Gender Sensitive Curriculum Development and Professional Ethics

Efforts to protect nursing students are also realized through the development of an educational curriculum that includes materials on gender awareness, professional ethics, and handling sexual violence. This material aims to equip students with the knowledge and skills to recognize, prevent, and report harassment. In addition, an inclusive and gender-responsive curriculum can help shape attitudes and values of professionalism that respect human dignity and reject all forms of discrimination and violence. The implementation of such a curriculum is in line with the recommendations of the National Conference of the PPKS Task Force which suggested the integration of issues of gender-based violence and sexual violence into the higher education curriculum. Thus, gender-sensitive education and an inclusive perspective are strategic steps in creating a safe and supportive educational environment for nursing students.

4.2.8 Awareness Campaign and Promotion of Healthy Environment

Educational institutions and healthcare facilities actively conduct awareness campaigns to protect nursing students from sexual harassment. Various media are used, such as posters, leaflets, seminars, and social media, to spread information and build an anti-harassment culture. The campaign aims to promote a healthy and welcoming environment for women. With a continuous campaign, it is hoped that all parties will become more aware of the importance of maintaining a safe and comfortable practice environment. In addition, the campaign also encourages each individual to play an active role in harassment prevention.

4.2.9 Evaluation and Monitoring

To ensure the effectiveness of efforts to protect nursing students, educational institutions and health facilities conduct regular evaluations and monitoring. This evaluation includes data collection related to harassment cases, the level of satisfaction of female students with the protection provided, and the effectiveness of the reporting and handling system. Evaluation results are used as a basis for improving policies, procedures, and training programs so that the protection of nursing students is more optimal. The evaluation and monitoring process is carried out systematically and tiered. With systematic and continuous evaluation and monitoring, educational institutions and health facilities can ensure that efforts to protect nursing students are effective and have a positive impact.

Efforts to protect nursing students by educational institutions and health facilities are diverse and complementary. From the development of internal policies, the establishment of complaints units, anti-harassment awareness training, to counseling services and collaboration with external agencies, all are designed to create a safe, comfortable, and supportive practice environment for learning (Lauwtania, 2021). Nonetheless, challenges still remain, especially in terms of implementation and supervision, so a strong commitment from all parties is needed to continuously improve this protection system. With the right steps, it is hoped that nursing students can undergo their education and practice without fear, and be able to become health professionals with integrity.

5. Conclusion

Harassment of nursing students during field practice is a serious problem that is influenced by unequal power relations, patriarchal culture, weak supervision systems, and lack of awareness of rights and legal protection. Although there are regulations such as Law No. 12 of 2022 concerning Criminal Acts of Sexual Violence (TPKS Law) and Permendikbudristek No. 30 of 2021 concerning Prevention and Handling of Sexual Violence in the Higher Education Environment, implementation in the field is still not optimal and tends to be administrative. Therefore, more comprehensive and integrated protection efforts are needed between educational institutions and health facilities. This can be done through strengthening gender-responsive curricula, regular training for lecturers and practice supervisors, establishing independent and confidential complaint units, and providing counseling services and safe reporting systems. It is also important to educate students about their rights so that they are better prepared to face and report acts of harassment. With a comprehensive and collaborative approach, it is hoped that the practice environment will become a space that is safe, supportive, and free from all forms of violence and harassment. A stronger synergy between educational institutions and health facilities is needed in forming a structured and sustainable protection system, through the

preparation of clear SOP, increasing education about sexual harassment, and optimizing the role of the PPKS Task Force so that nursing students can undergo field practice in an environment that is safe, equal, and free from all forms of violence.

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