Integration of Academic and Social Sanctions in Dealing with Sexual Violence on Islamic Campuses

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Abstract: Sexual violence in higher education institutions is a structural issue that necessitates a multidimensional response. This study aims to analyze the correlation between academic community perceptions regarding the imposition of academic sanctions on students, faculty, and university leaders involved in sexual misconduct. Employing a mixed-method approach, the Research integrates Spearman correlation analysis and thematic analysis of open-ended interviews. The statistical findings reveal strong, significant correlations across the three groups, indicating a shared demand for consistent, non-discriminatory procedural justice. Thematic analysis highlights the substantial role of social sanctions as a mechanism of moral control, particularly when integrated with academic and legal sanctions. The perceived effectiveness of social sanctions is shaped by collective courage and institutional support for victims. Previous literature emphasizes that the legitimacy of sanctions depends on consistency, transparency, and structural accountability. This study contributes both empirical and theoretical insights to reinforce equitable academic sanction systems across hierarchical levels. The findings are relevant for institutional policy development aimed at fostering a safe, dignified, and just campus environment. The study recommends institutional reforms that integrate social and procedural sanctions, as well as comprehensive victim protection in academic settings.

Abstrak: Kekerasan seksual di perguruan tinggi merupakan isu struktural yang memerlukan respons multidimensi. Penelitian ini bertujuan untuk menganalisis korelasi antara persepsi civitas akademika terkait pengenaan sanksi akademik terhadap mahasiswa, fakultas, dan pimpinan universitas yang terlibat dalam pelanggaran seksual. Menggunakan pendekatan metode campuran, penelitian ini mengintegrasikan analisis korelasi Spearman dan analisis tematik wawancara terbuka. Temuan statistik mengungkapkan korelasi yang kuat dan signifikan di antara ketiga kelompok, menunjukkan tuntutan bersama untuk keadilan prosedural yang konsisten dan non-diskriminatif. Analisis tematik menyoroti peran signifikan sanksi sosial sebagai mekanisme pengendalian moral, terutama ketika diintegrasikan dengan sanksi akademik dan hukum. Efektivitas sanksi sosial yang dirasakan dibentuk oleh keberanian kolektif dan dukungan kelembagaan untuk korban. Literatur sebelumnya menekankan bahwa legitimasi sanksi bergantung pada konsistensi, transparansi, dan akuntabilitas struktural. Studi ini menyumbangkan wawasan empiris dan teoretis untuk memperkuat sistem sanksi akademik yang adil di seluruh tingkat hierarkis. Temuan ini relevan untuk pengembangan kebijakan kelembagaan yang bertujuan untuk menumbuhkan lingkungan kampus yang aman, bermartabat, dan adil. Studi ini merekomendasikan reformasi kelembagaan yang didasarkan pada integrasi sanksi sosial dan prosedural, bersama dengan perlindungan korban yang komprehensif dalam pengaturan akademik.

A. Introduction

Sexual violence within academic environments poses a serious threat to the ethical integrity and credibility of higher education institutions. Universities, which ideally function as spaces for knowledge production and moral development, often become arenas of unequal power relations, particularly between authority figures and vulnerable individuals (He & Lu, 2024; Xu & Dai, 2024). In such contexts, merely symbolic academic sanction systems are insufficient. Sanctions must be structurally effective, consistently enforced, and capable of restoring justice while protecting victims and institutional legitimacy (Liu et al., 2022; Tyler & Mentovich, 2023).

Previous studies emphasize that perceptions of procedural justice play a decisive role in determining the legitimacy of institutional sanctions (Goli & Dastmalchi, 2024; Nguyen & Diederich, 2023). When academic sanctions are applied inconsistently across institutional actors, public trust erodes, and victims' psychological harm is often intensified (Edwards et al., 2023). Within academic ethics, justice must not only be enacted but must also be perceived as fair, particularly in cases involving perpetrators who hold structural power within institutions.

A persistent challenge in addressing campus sexual violence is the lack of standardized academic sanctions across hierarchical roles, including students, faculty members, and university administrators (Wang & Zhang, 2024; Wu et al., 2024). Such disparities reinforce perceptions that institutional hierarchies protect powerful actors rather than uphold ethical accountability (Abdallah, 2020; Floren et al., 2021). As a result, responses to sexual violence often remain fragmented, necessitating a holistic framework that addresses both individual misconduct and the systemic structures that enable impunity.

Recent scholarship increasingly advocates integrating academic, social, and legal sanctions within unified prevention and enforcement frameworks (Disch et al., 2024; Dubovi & Tabak, 2020). Multidimensional sanction systems have been shown to dismantle cultures of silence and promote transparency by combining formal disciplinary mechanisms with community-driven moral control (Edwards et al., 2023; Hao et al., 2021). In this regard, social sanctions rooted in collective campus norms can complement formal procedures that are frequently constrained by bureaucratic limitations (Gong et al., 2025; Wu et al., 2024).

Data-driven and perception-based approaches are therefore essential for developing contextualized and accountable sanction policies (Floren et al., 2021; Nguyen & Diederich, 2023). Quantitative analyses of stakeholders' attitudes provide valuable insights into sanction legitimacy, while qualitative narratives reveal moral reasoning and institutional dynamics underlying enforcement practices (Goli & Dastmalchi, 2024; Xu & Dai, 2024). Accordingly, mixed-method Research has been widely recommended as a rigorous approach for capturing both structural patterns and lived experiences in studies of sexual violence in higher education (Chen, Ng, et al., 2023; He & Lu, 2024; Liu et al., 2022).

Despite growing scholarly attention, a clear Research gap remains. Few studies have explicitly examined inter-role perception dynamics regarding academic sanctions, particularly within hierarchical academic structures (Abdallah, 2020; Dubovi & Tabak, 2020).

Existing Research largely focuses on victims' experiences or individual perpetrators, while overlooking how students, faculty members, and institutional leaders perceive sanction fairness and enforcement differently (Disch et al., 2024; Nguyen & Diederich, 2023). Moreover, empirical studies that combine non-parametric statistical analysis with thematic exploration of stakeholder narratives in this context remain limited (Floren et al., 2021; Tyler & Mentovich, 2023).

This gap is especially evident in the Indonesian higher education context. High-profile cases at Indonesian universities demonstrate how hierarchical power relations can obscure accountability, particularly when perpetrators hold authoritative positions. Empirical evidence indicates that institutional silence and weak enforcement mechanisms often undermine survivor protection and the consistency of sanctions (Imania & Santoso, 2023; Yusran et al., 2023). Despite Indonesia's strong sociocultural and religious norms, few studies have examined how academic sanctions interact with community-based moral expectations, leading to fragmented institutional responses and limited deterrence.

Addressing these limitations, this study offers a novel contribution in two key ways. First, it employs an explanatory sequential mixed method design that integrates Spearman correlation analysis with thematic qualitative analysis, an approach that remains underutilized in studies of sexual violence policy in Indonesian higher education. Second, it systematically examines perceptions of academic sanctions across hierarchical roles, including students, faculty members, and university leaders, thereby capturing cross-role dynamics that are essential for understanding institutional accountability.

Based on this framework, the central Research question guiding this study is how perceptions of academic sanctions across hierarchical roles relate to the integration of academic and social sanctions in addressing sexual violence within Indonesian Islamic higher education institutions. Accordingly, this study aims to analyze the relationship between role-based perceptions of academic sanctions and to explore how social sanctions function as moral reinforcements within campus disciplinary systems. Through this approach, the study seeks to develop a socially integrated academic justice framework that combines procedural justice with community-driven moral control, contributing both empirically and theoretically to the reform of academic sanction systems.

B. Method

This study employed a mixed-methods approach with an explanatory sequential design, combining non-parametric statistical correlation analysis and thematic analysis of open-ended interview data. The quantitative component was based on survey responses from 308 members of the academic community (N = 308), comprising students, lecturers, and university leaders drawn from selected Islamic higher education institutions in Indonesia. This design was adopted to gain a deeper and layered understanding of how different actor groups within Islamic campuses perceive academic sanctions related to sexual violence, while at the same time enabling methodological triangulation, as recommended in prior Research on socially and collaboratively constructed knowledge (Chen, Ng, et al., 2023;

Goli & Dastmalchi, 2024; Xu & Dai, 2024). The overall campus context is characterized by Islamic institutional identity and the regulatory environment of Indonesian higher education, in which formal disciplinary mechanisms intersect with religiously informed moral expectations.
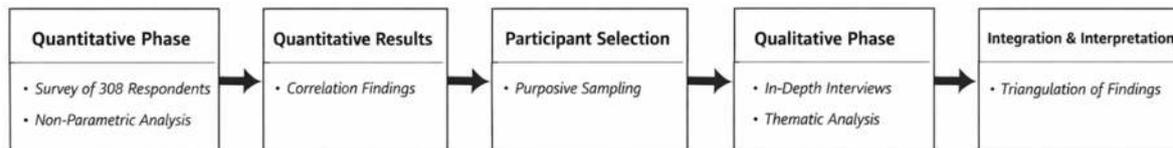
Quantitative Phase	Quantitative Results	Participant Selection	Qualitative Phase	Integration & Interpretation
• Survey of 308 Respondents • Non-Parametric Analysis	• Correlation Findings	• Purposive Sampling	• In-Depth Interviews • Thematic Analysis	• Triangulation of Findings

Figure 1. Research Flow of The Explanatory Sequential Mixed Method Design

Quantitative data were gathered through a structured Likert-scale questionnaire designed to measure perceptions of academic sanctions imposed on three primary actor groups: students, faculty members, and institutional leaders. All items were presented as closed-ended statements with response options on a Likert-type scale anchored from strong disagreement to strong agreement. The instrument focused on the perceived necessity, fairness, and consistency of academic sanctions for sexual misconduct across hierarchical roles; example indicators included statements such as whether students who commit sexual violence should face suspension or dismissal, whether lecturers involved in similar misconduct should lose academic and professional privileges, and whether university leaders should be subject to the same academic consequences as other members of the academic community. The items were worded to capture cross-role comparisons and expectations for non-discriminatory enforcement of rules, in line with previous work emphasizing the importance of perceptions in the construction of social and institutional knowledge (Abdallah, 2020; Tyler & Mentovich, 2023; Senivongse & Bennet, 2022).

The qualitative component consisted of open-ended, in-depth interviews with a purposively selected subset of survey respondents to enrich and contextualize the quantitative findings. Participants for the interview phase were drawn from the same Islamic campuses as the survey sample and represented the three actor groups under study—students, lecturers, and university leaders—so that role-based perceptions could be explored in greater narrative depth. Purposive selection was used to ensure that informants had sufficient familiarity with campus disciplinary processes and were able to articulate their views on academic and social sanctions related to sexual violence. Interview questions invited participants to describe how they perceived the adequacy, consistency, and moral force of academic sanctions, and how formal sanctions interacted with social pressures, reputational concerns, and institutional culture in their respective campuses.

Spearman's rank correlation was used to assess relationships in perceptions of sanctions across hierarchical levels. This non-parametric method was chosen because the Shapiro–Wilk test indicated that the distribution of the main perception variables significantly deviated from normality, thereby rendering parametric correlation procedures less appropriate. Spearman's rho thus provided a robust basis for identifying the strength and direction of association between perceptions of sanctions for students, lecturers, and

leaders, following similar applications in educational and socio-technical settings where attitudes and interactional patterns are examined in institutional and digital environments (Dubovi & Tabak, 2020; Gong et al., 2025; Wang & Zhang, 2024). All analyses were conducted at the aggregate level for each actor group, allowing cross-role perception dynamics to be quantitatively mapped.

Interview data were audio-recorded with consent, transcribed verbatim, and thematically analyzed using open and axial coding procedures. The coding process was informed by grounded theory principles, moving iteratively from initial, line-by-line coding to the development of higher-order categories that captured recurring patterns in how respondents understood academic and social sanctions for sexual violence. This approach is consistent with grounded and interactional analyses widely adopted in studies of knowledge construction across educational, technological, and community contexts (X. E. Wu & Ko, 2024). Initial codes relating to perceived fairness, deterrence, institutional protection, and social pressure were gradually clustered into themes that described broader concepts such as collective moral control, structural accountability, and the integration of formal and informal sanctioning mechanisms.

To enhance the rigor of the analysis, internal validity was strengthened through triangulation between the quantitative and qualitative phases, enabling the interpretation of statistical patterns in perceptions alongside narrative explanations and illustrative accounts. Reliability in the thematic analysis was supported through intercoder reliability checks, in which independently coded subsets of data were compared and refined until satisfactory agreement was reached. This analytical structure reflects contemporary practices in collaborative learning and argument-based assessment Research, where transparent procedures and clear analytical logic are crucial for ensuring trustworthy inferences about knowledge construction processes (Chen, Su et al., 2023; Disch et al., 2024; Floren et al., 2021).

All procedures for data collection and analysis adhered to established ethical standards for social Research. Before participation, all respondents received information about the aims of the study and the sensitive nature of the topic, and provided informed consent. Participation was voluntary, and respondents were informed of their right to withdraw at any time without penalty. Anonymity was preserved by removing identifying information from the dataset, and confidentiality was maintained throughout data handling, storage, and reporting. Particular care was taken to avoid re-identification risk, given the potentially stigmatizing nature of sexual-violence-related experiences and opinions in tightly knit academic communities. These ethical safeguards are aligned with best practices in international Research on community-based knowledge development, learning analytics, and digital social ethics (Hao et al., 2021; He & Lu, 2024; Nguyen & Diederich, 2023).

C. Result

This section presents the outcomes of both statistical and thematic analyses. The quantitative phase examined the distribution and strength of correlations in perceptions of academic sanctions among students, lecturers, and university leaders. The qualitative phase

explored how participants described the role of social sanctions and institutional culture in relation to ethical accountability in cases of sexual violence on Islamic campuses.

Quantitative Findings

The quantitative analysis was based on responses from 308 participants (N = 308), comprising students, lecturers, and university leaders. Preliminary testing using the Shapiro–Wilk statistic indicated that the main perception variables did not follow a normal distribution (Table 1).

Table 1. Shapiro–Wilk Bivariate Normality Test

Variable Comparison	Shapiro–Wilk (W)	p-value
Students vs. Lecturers	0.930	< .001
Students vs. Leaders	0.939	< .001
Lecturers vs. Leaders	0.943	< .001

Table 1 presents the results of the Shapiro–Wilk test of normality, conducted to examine the distributions of perception variables related to academic sanctions across different actor groups within the academic community. The Shapiro–Wilk test was used to assess whether the data met the assumption of normality, a prerequisite for selecting appropriate statistical analysis techniques. This test is particularly suitable for social science data with moderate sample sizes and is widely recommended for evaluating distributional characteristics before inferential analysis.

The results shown in Table 1 indicate that the significance values for the tested variables are below the established threshold of 0.05. These findings demonstrate that the perception data do not follow a normal distribution. Consequently, the assumption of bivariate normality is not satisfied for the variables examined. This deviation from normality suggests that parametric correlation tests would be less appropriate and could bias the results.

Based on these findings, non-parametric statistical procedures were deemed more suitable for further analysis. Accordingly, Spearman's rank correlation coefficient was selected to examine the relationships between perceptions of academic sanctions across hierarchical roles. The Shapiro–Wilk test results, therefore, provide a clear statistical justification for the analytical approach adopted in this study and strengthen the methodological rigor of the findings by ensuring alignment between the data characteristics and the statistical techniques.

Given these results, Spearman's rank-order correlation was used to examine the association between perceptions of academic sanctions across the three actor groups. The results, presented in Table 2, show strong, positive correlations across all pairwise comparisons.

Table 2. Spearman's Rank-Order Correlation Coefficients

Variable Comparison	Spearman's ρ	p-value
Students & Lecturers	0.785	< .001
Students & Leaders	0.713	< .001
Lecturers & Leaders	0.842	< .001

Table 2 presents the results of the Spearman's rank-order correlation analysis examining the relationships between perceptions of academic sanctions across different hierarchical roles within the academic community. This non-parametric correlation test was applied based on the Shapiro–Wilk normality tests, which indicated that the perception variables did not meet the normality assumption. Spearman's rho was therefore selected as an appropriate statistical technique to assess the strength and direction of associations among the variables.

The correlation coefficients reported in Table 2 indicate statistically significant relationships among perceptions of academic sanctions among students, lecturers, and university leaders. The positive correlation values indicate that stronger perceptions of strict and fair sanctions for one actor group are associated with similar perceptions for other actor groups. This pattern suggests the presence of interconnected, mutually reinforcing views of sanction legitimacy across hierarchical roles.

Moreover, the magnitude of the correlation coefficients reflects a moderate to strong association, implying that perceptions of academic sanctions are not formed in isolation but are shaped by broader institutional norms and shared understandings of justice. These findings highlight the importance of consistency and transparency in sanction enforcement, as perceptions held by one group may Influence or reflect those of others within the academic structure.

The combined results of Tables 1 and 2 provide a coherent statistical foundation for understanding the relationships among perceptions of academic sanctions across hierarchical roles within the educational community. Table 1 shows that the perception variables do not meet the assumption of normality, as indicated by Shapiro–Wilk p-values below the accepted threshold. This finding confirms that parametric correlation techniques are inappropriate for the data and justifies the use of non-parametric statistical analysis.

Building on this result, Table 2 presents the Spearman's rank-order correlation coefficients, which reveal statistically significant positive relationships between perceptions of academic sanctions for students, lecturers, and university leaders. The observed correlations indicate that stronger expectations of fair and strict sanctions for one actor group are associated with similar expectations for other groups. This pattern suggests that perceptions of academic sanctions are interconnected across hierarchical roles rather than formed independently.

Taken together, the results from both tables indicate that perceptions of academic sanctions operate within an integrated institutional framework. The non-normal distribution reflects the complexity and sensitivity of sanction-related attitudes, while the significant

correlations highlight shared normative understandings of justice and accountability across roles. This synthesis strengthens the argument that effective sanction policies must be consistent and transparent across institutional hierarchies to maintain legitimacy and procedural justice.

Qualitative Themes

The thematic analysis of interview data yielded several recurrent themes regarding the perceived role and operation of social sanctions within academic communities.

First, respondents described social sanctions as highly salient and often effective, particularly for individuals in high-status positions. They referred to reputational loss and marginalization as important consequences, as illustrated in the statement: "*Social sanctions such as loss of public trust, damaged reputation, and institutional pressure can deter university leaders from committing sexual misconduct.*"

Second, participants emphasized the notion of collective moral control in academic communities. Social sanctions were portrayed as dependent on the willingness of the wider campus community to take a stance: "*This is only effective if the academic community speaks out, supports victims, and refuses to tolerate misconduct, even by those in high-ranking positions.*"

Third, respondents highlighted both individual and institutional consequences of sanctions enforcement. One participant noted that "*When rules are applied fairly and transparently… even top leaders will realize they are not immune from accountability*" while others pointed to fears of "*heavy sanctions and institutional disgrace*" as salient outcomes.

Fourth, the limitations of social sanctions were also acknowledged. Several informants indicated that their effectiveness depends on broader cultural conditions and individual dispositions, with one respondent observing that "*Ultimately, it still depends on the individual's moral compass.*"

Fifth, many participants expressed a preference for integrating social sanctions with formal academic and legal mechanisms. One typical view was that "*Social sanctions should work alongside academic and legal sanctions to maximize deterrence,*" suggesting that multiple sanctioning channels should operate in combination rather than in isolation.

Integrated Results

The integration of quantitative and qualitative findings shows a coherent pattern across data sources. The strong positive correlations among perceptions of sanctions for students, lecturers, and leaders indicate that support for academic consequences is consistently aligned across roles. At the same time, interview narratives describe social sanctions such as reputational damage, loss of trust, and informal pressures as complementary mechanisms that accompany formal academic and legal measures within Islamic campus settings.

Table 3. Summary of Key Quantitative and Qualitative Findings

Domain	Key Finding	Evidence
Perceptions of academic sanctions	Strong positive correlations among students, lecturers, and leaders (all ρ > 0.70)	Spearman's rho coefficients in Table 2
Role of social sanctions	Social sanctions are perceived as salient and effective, especially for high-status actors.	References to reputational loss, public trust, and institutional pressure
Collective moral control	Emphasis on community involvement and support for victims	Statements about the need for the academic community to "speak out" and "refuse to tolerate misconduct."
Consequences of enforcement	Perceived individual and institutional consequences when sanctions are applied	References to "heavy sanctions," "institutional disgrace," and lack of immunity for leaders
Limits and integration of sanctions	Effectiveness is seen as context-dependent, with a preference for combining social, academic, and legal sanctions.	Observations about dependence on "moral compass" and calls for integrated sanctioning approaches.

Overall, the results indicate that within the sampled Islamic higher education institutions, support for academic sanctions is consistently high across students, lecturers, and institutional leaders. This pattern suggests a shared evaluative framework regarding the importance of sanction consistency and fairness across hierarchical roles. In addition, the findings reveal a strong awareness of the complementary role of social sanctions, which are understood not as substitutes for formal disciplinary mechanisms but as contextual reinforcements that shape moral accountability, institutional credibility, and collective responses to sexual violence. While these patterns do not imply uniform agreement on implementation, they highlight broadly aligned expectations that may facilitate the development of integrated, context-sensitive sanction frameworks.

D. Discussion

The Spearman correlation analysis indicates statistically significant, positive associations among perceptions of academic sanctions imposed on students, lecturers, and institutional leaders. These results suggest that respondents who support firm and fair sanctions for one actor group tend to hold similar expectations for other groups. Rather than indicating causal relationships, the correlations point to a patterned alignment of perceptions across hierarchical roles, reflecting shared evaluative standards regarding the legitimacy of sanctions within the academic community. This finding is consistent with prior Research emphasizing that perceptions of procedural justice gain legitimacy when sanctions are understood to be applied consistently across positions of authority (Nguyen & Diederich, 2023; Tyler & Mentovich, 2023).

Interpreted cautiously, the strength of these correlations does not imply uniform agreement on sanction practices, but it does indicate that expectations of fairness are not role-specific. In this study, the observed alignment between perceptions of sanctions for lecturers

and institutional leaders suggests that respondents evaluate accountability through a cross-role lens. This aligns with earlier findings showing that trust in disciplinary systems is undermined when sanctions are perceived as selective or hierarchical (Disch et al., 2024; Floren et al., 2021). Thus, the quantitative results support the interpretation that perceived consistency, rather than severity alone, is central to sanction legitimacy.

The qualitative findings provide contextual insight into how these shared expectations are articulated and experienced. Interview data indicate that respondents frequently associate effective sanctions with moral signaling and institutional transparency, rather than solely with formal punishment. Participants described social consequences, such as reputational impact and peer scrutiny, as meaningful, particularly when formal procedures are perceived as slow or opaque. However, respondents also emphasized that social sanctions function effectively only when supported by clear institutional processes, highlighting the conditional and context-dependent nature of informal moral control (Dubovi & Tabak, 2020; Senivongse & Bennet, 2022).

From a practical perspective, the convergence of quantitative and qualitative findings suggests that integrated sanction frameworks may be more readily accepted when they reflect both procedural fairness and shared moral expectations. Nevertheless, the data also reveal important constraints. Several respondents expressed concern that increased transparency without adequate protection mechanisms could expose victims to stigma or discourage reporting. These accounts indicate that social sanctions, if implemented without safeguards, may produce unintended consequences rather than reinforcing justice. This underscores that moral consensus alone is insufficient and must be institutionalized through secure reporting systems, survivor protection, and consistent enforcement practices.

The findings further suggest that the applicability of integrated sanction models may vary across institutional contexts. Respondents from religiously affiliated campuses noted that local norms and institutional identities often shape interpretations of ethical conduct and the appropriateness of sanctions. Consequently, while expectations of fairness appear broadly shared, their operationalization requires sensitivity to contextual differences and leadership commitment. The data, therefore, caution against assuming a one-size-fits-all approach to sanction reform.

E. Implication

The findings of this study carry significant implications for institutional policy, ethical governance, and campus culture transformation in higher education settings. First, the strong correlation in academic community perceptions across hierarchical roles underscores the need to establish standardized sanction mechanisms that are consistent, transparent, and non-discriminatory. This implies that universities must revise their disciplinary frameworks to ensure that students, faculty, and institutional leaders are subject to equivalent accountability measures when involved in sexual misconduct, thereby reinforcing institutional legitimacy and justice.

Second, integrating social sanctions such as reputational consequences and community-based moral pressure into formal disciplinary systems provides an effective, multidimensional approach to deterrence. The perception of moral accountability, especially when institutional transparency is present, enhances the credibility of academic ethics enforcement. This suggests that universities should actively foster a culture of collective moral consciousness and empower academic communities to support victims and challenge institutional silence.

Third, the study highlights the critical importance of institutional reform that embeds procedural justice into both academic and administrative operations. Implementation of such reforms should be supported by policy instruments that protect whistleblowers, uphold the dignity of victims, and institutionalize inclusive mechanisms for reporting and adjudication. Ultimately, these implications call for a holistic transformation in academic governance where structural accountability, moral education, and ethical leadership converge to eradicate sexual violence in higher education institutions.

F. Limitation and Suggestion for Further Research

This study, while offering valuable insights into the perceptions of academic sanctions related to sexual misconduct, is constrained by several limitations. Primarily, the Research is geographically and institutionally bounded, focusing solely on selected Islamic campuses in Indonesia. As a result, the findings may not be fully generalizable to other higher education contexts with different cultural, legal, and administrative structures. Moreover, the reliance on self-reported perceptions may introduce subjective bias, as personal values and institutional experiences Influence participants' responses.

Additionally, although the mixed-method approach enriches the analysis, the qualitative component is limited in scope due to a relatively small number of interview participants. This may affect the depth and diversity of thematic exploration, particularly regarding the nuances of institutional culture and individual moral reasoning.

Future Research should expand the empirical scope by including a wider range of universities across diverse cultural and regulatory environments. Comparative studies between Islamic and non-Islamic institutions could further elucidate how religious and cultural norms Influence perceptions and enforcement of academic and social sanctions. Moreover, longitudinal studies could provide a deeper understanding of how perceptions and institutional responses evolve. Finally, incorporating the voices of survivors and perpetrators would offer a more holistic view of the effectiveness and impact of integrated sanction systems in combating sexual violence within academic settings.

G. Conclusion

This study reveals strong and statistically significant correlations among perceptions of academic sanctions directed at students, lecturers, and university leaders involved in sexual misconduct. These findings reflect a heightened normative awareness within academic communities: justice in educational settings must be applied consistently,

transcending hierarchical boundaries and institutional roles. The interconnected perceptions among these actors underscore a demand for sanctioning systems that are not only legally and formally grounded but also morally and socially informed. The integration of academic, social, and legal sanctions is identified as the most effective strategy to cultivate a safe and dignified campus environment. Social sanctions, in particular, are perceived as powerful mechanisms of moral control especially when embedded in institutional cultures that promote transparency, collective courage, and survivor-centered policies. Thematic analysis further highlights the importance of institutional commitment to ensure that these sanctions move beyond symbolic gestures and have real transformative potential.

This Research offers significant contributions to both theoretical frameworks and practical policy-making regarding procedural justice and structural accountability in higher education. It strengthens scholarly discourse on the ethical governance of academic institutions while providing empirical support for the development of comprehensive, standardized sanction policies. These policies must be responsive to the complex power dynamics within universities and inclusive of all actors at all levels. Despite its contributions, this study is limited by its sample scope and localized context.

Future Research should expand across institutions and cultural settings to enhance generalizability and refine policy recommendations. In doing so, higher education institutions can be better positioned to foster ethical integrity, prevent sexual violence, and uphold justice for all members of the academic community.

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