

Analysis of Bullying Cases from the Aspect of Public Service Values in Higher Education

Ariel Ahnaf Kusuma¹, Felix Pedrosa Valentino², Daffa Tsaqifna Fauztsany³,
Abisar Fathir⁴

arielahnafkusuma@student.telkomuniversity.ac.id

felixpedrosa@student.telkomuniversity.ac.id

daffatsaqifna@student.telkomuniversity.ac.id

abisarfathir@student.telkomuniversity.ac.id

Telkom University Purwokerto

Abstract: *This research will analyze bullying cases in higher education from the perspective of public service values. The focus is to identify the psychological and social impacts felt by students who are victims. Bullying, which includes physical, verbal and digital violence, creates a negative learning environment and hinders students' academic development and mental well-being. Family factors, social environment and individual character also influence this phenomenon, which is strengthened by the culture of seniority. This research uses qualitative methods through a systematic literature review. Includes collection, presentation, reduction, validation and verification of data. The results show that victims of bullying tend to experience anxiety, depression, decreased self-esteem, and risk of suicide. High self-esteem and social support play an important role in increasing an individual's resilience to social stress. This has a positive impact on the individual's quality of life. However, this research is limited to a sample of state and private universities. The main recommendation is strengthening anti-bullying policies to create a learning environment that is inclusive, fair, and supports student character development.*

Keywords : *bullying, seniority, college*

Abstrak: Penelitian ini akan menganalisis kasus perundungan di perguruan tinggi dari sudut pandang nilai-nilai pelayanan publik. Fokusnya adalah mengidentifikasi dampak psikologis dan sosial yang dirasakan oleh mahasiswa yang menjadi korban. Perundungan yang mencakup kekerasan fisik, verbal, dan digital, menciptakan lingkungan belajar yang negatif dan menghambat perkembangan akademis serta kesejahteraan mental mahasiswa. Faktor keluarga, lingkungan sosial, dan karakter individu turut mempengaruhi fenomena ini, yang diperkuat oleh budaya senioritas. Penelitian ini menggunakan metode kualitatif melalui tinjauan literatur sistematis. Meliputi pengumpulan, penyajian, reduksi, validasi, dan verifikasi data. Hasilnya menunjukkan bahwa korban perundungan cenderung mengalami kecemasan, depresi, penurunan harga diri, dan risiko bunuh diri. Harga diri yang tinggi dan dukungan sosial memainkan peran penting dalam meningkatkan ketahanan individu terhadap tekanan sosial. Hal ini berdampak positif pada kualitas hidup individu. Namun, penelitian ini terbatas pada sampel perguruan tinggi negeri dan swasta. Rekomendasi utama adalah penguatan kebijakan anti-perundungan untuk menciptakan lingkungan belajar yang inklusif, adil, dan mendukung pengembangan karakter mahasiswa.

Kata kunci: perundungan, senioritas, perguruan tinggi

Introduction

Education is defined as an effort to create a learning environment that facilitates the active development of students' potential. This is stated in Law Number 20 of 2003 concerning the National Education System in Indonesia which emphasizes the importance of developing spiritual strength, self-control, character, intelligence, values and skills of students that are relevant to society and the state. To achieve these educational goals, a positive and non-violent educational environment is needed. Universities are expected to produce students who are intelligent, have noble character and good morals. The reality of the problem is that the spread of violence in schools, especially intimidation, perpetuates changes in anger from generation to generation.

Bullying, a problem recognized worldwide, is defined as repeated acts of violence against victims who are unable to defend themselves. This can be seen in many ways, including physical, verbal, and interpersonal aggression. The term used in Indonesia for bullying includes actions that occur routinely and indicate a deep problem in the educational environment.

The role of universities is not only to disseminate knowledge, but also to foster and guide the behavior of students for better human development. Addressing bullying is essential because it shapes students' personalities and social interactions and is important in their moral education.

The psychological and emotional impact of bullying on victims and perpetrators is enormous. Addressing bullying is essential to stop the ongoing cycle of violence, and parents, lecturers and policy makers must work hard to create a safe learning environment to improve student behavior and reduce aggressive behavior.

Bullying does not only occur in elementary and secondary schools, but also in universities. Cases of bullying in the educational environment, whether verbal, physical or mental, are a real challenge in maintaining a positive learning environment. Universities as higher education institutions do not only provide knowledge, but also strive to shape the character of their students in accordance with moral values, ethics and professional ethics.

In social affairs in universities, values such as justice, equality, openness and concern for others must be the main principles of interaction between students, lecturers and the entire university community. However, in reality bullying still occurs in various forms such as bullying by older people, teasing based on social status and verbal or physical violence. These bullying cases are not only painful for everyone, but also tarnish the image of higher education as a place that should be a center for intellectual and moral development. Therefore, this study aims to analyze cases of bullying in higher education from the perspective of public service values, in order to understand how these values are violated and their impact on the educational environment. This study also examines the evidence for creating a

university culture that is more inclusive, equitable, and respectful of individual rights.

Research Methods

This study is a systematic literature review that seeks to collect and analyze literature data related to bullying policies in higher education and their implications for educational policies and student welfare. This research method uses the Data Analysis method. The steps taken in data analysis are Data Collection Data Presentation Data Reduction Data Validation and Verification. This structured research method allows for a comprehensive understanding of the dynamics of bullying in a particular educational context and its impact on personality development among students. This study uses qualitative observation to develop evidence about bullying in the higher education environment.

Results and Discussion

Bullying in college is often ignored or considered as part of the "acceptance" process among students. In fact, the culture of seniority that legitimizes this bullying creates an unhealthy environment for new students. The unequal power relations between seniors and juniors worsen this condition, where seniors often feel they have the authority to treat juniors in a demeaning manner. There are several factors that cause someone to carry out bullying and superior behavior towards others. There are 3 main factors that cause someone to carry out bullying, namely first, parental and family factors. The family is the main figure in the formation of a child's personality and behavior. Children learn about bullying behavior by observing the behavior of those closest to them.

Children who come from families that are less harmonious (broken homes) have the potential or tend to carry out bullying and seniority acts against others because they imitate their parents' quarrelsome behavior. If this is not controlled, the consequence is that children assume that they have the power to behave aggressively, seek attention, and power in the environment. From there, children learn to develop aggressive attitudes and behaviors such as bullying. On the other hand, individual social environmental factors can trigger bullying behavior in social interactions. Third, internal factors within the individual themselves, most individuals who carry out bullying are children who receive less attention from the people around them, so they carry out bullying to seek attention and power.

However, seniority and bullying have several negative impacts. For example, it can give rise to arbitrary behavior from seniors to juniors, the occurrence of verbal violence with the use of harsh words, gossip, slander, and so on. Some of the seniority and bullying acts found are arbitrary actions carried out by seniors to juniors with the aim of attracting attention, and feeling more powerful and experienced than their juniors. Seniority and bullying have many negative

impacts on victims of bullying. Victims can experience trauma, anxiety, depression, tend to withdraw from their social environment, lose self-confidence, and worst of all, victims can commit suicide. The impact of this bullying is very significant, especially on the psychological aspects of the victim. Students who are victims of bullying often feel uncomfortable, inferior, and isolated. They often withdraw from social and campus life, which can ultimately interfere with their academic achievement. Bullying not only harms victims socially and academically, but also mentally, which can cause serious problems such as anxiety and depression.

Cyberbullying, as a new form of bullying that has developed in the digital era, is making things worse. Students who are victims of bullying not only face intimidation on campus, but also in cyberspace. This causes the victim's reputation to be damaged widely in a short time. To overcome this problem, universities need to take decisive steps to create a safe and inclusive environment. Stricter regulations and educational programs about the negative impacts of bullying must be implemented. It is important to stop the culture of bullying and detrimental seniority, so that universities can be a conducive place for students' academic and social development without pressure or intimidation.

Based on the results of the data analysis, it shows that self-esteem and social support mutually influence ability. Computer products have two main functions. First, self-esteem affects resilience. In this case, it shows that the higher the self-esteem achieved, the stronger the person is. Conversely, the less self-awareness, the weaker the subject's strength.

The results of this study are consistent with those reported by Resnick et al. (2011), stating that people with positive self-esteem help people face difficulties. Mitchinton (in Lothfi et al., 2009) said something similar, someone who has high self-esteem is someone who has high self-acceptance and can feel proud of themselves like people who need to be accepted and accepted and appreciated. Not believing in anything, very accepting of their own appearance, and satisfaction with the work done. The second thing that can be obtained is the influence of social support on resilience. Data from the analysis showed that social support had a significant effect on energy. The greater the social support, the greater the power. Conversely, the less social support a person has, the weaker their power. This is consistent with the research of Resnick et al. (2011), reporting that social support is related to resilience which leads to quality of life.

Based on the results of the tests conducted on each variable between the variables of self-esteem strength and social support strength, it shows that the greater the influence of the variable, the higher the influence test on the results of belief. So the simplicity that influences comes from within the individual, according to Rosenberg's theory that I am the consumer.

The results of the next correlation test are self-esteem related to ability and social support related to ability. The correlation test uses the Pearson correlation

coefficient between the two variables. The data results show that the self-esteem index has a positive and significant relationship with the resilience index. In the results of the social support data, the same factor shows that the social support index has a positive and significant relationship with the resilience index.

This study has several limitations, including the ratio of the research sample. The researchers first wanted to test the prevalence of bullying among students in public schools and state universities. However, due to the lack of approval from state public institutions, it was eventually taken over by students from state and private universities. Therefore, if we want to generalize, this study can only show the conditions of resilience in state universities and private universities.

Conclusion

This study emphasizes the need to create a safe, fair, and supportive learning environment in higher education in order to prevent and handle bullying cases. Bullying in various forms, whether physical, verbal, or digital, has a significant impact on students' mental, social, and academic health.

The culture of seniority that legitimizes bullying further exacerbates the situation, creating an environment that is not conducive to new students. The main factors that influence bullying behavior are the influence of family, social environment, and internal factors of the individual. Children from families who experience conflict, lack of attention, or broken homes are often involved in bullying to express dominance and seek attention. The impact of bullying on victims is enormous. This includes trauma, anxiety, depression, and in extreme cases, the risk of suicide. This study also found that self-esteem and social support play an important role in increasing a person's resilience. High self-esteem strengthens individuals when facing life's difficulties.

Social support in turn sharpens mental and resilience. In this situation, the hope for higher education is not only as a place for scientific learning, but also as a community that encourages the growth of student character.

Social support from the campus environment and strong policy interventions against bullying can help students develop stronger self-esteem and resilience. Although this study successfully describes the influences and triggers of bullying, there are limitations in the sample size. The sample only involved public and private universities.

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