

Building an Inclusive Campus: Bullying Prevention through Enhanced Counseling Services and Student Participation

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Abstract: *Bullying remains a significant and complex problem in higher education, affecting students' mental health and academic performance despite the higher level of maturity expected of them at this level. Students who are victims of bullying often experience increased stress, anxiety, and depression, which results in decreased motivation and ability to perform academically. This article aims to explore the influence and benefits of improved counseling services in supporting university students, as well as the importance of students' active involvement in combating bullying. Using a desk study method based on a review of relevant literature, this article also aims to discuss how improved counseling services on campus, along with inclusive and proactive campus policies, can effectively address bullying and mitigate its effects. In addition, the discussion in this article emphasizes how a campus culture based on respect and inclusivity can be built through direct involvement from students, promoting a supportive and safe environment. Through these combined efforts, campuses can create a more positive and welcoming environment for all students.*

Keywords: *bullying, counseling, students, mental health, inclusive campus*

Abstrak: Perundungan atau *bullying* masih menjadi masalah yang signifikan dan rumit di perguruan tinggi, mempengaruhi kesehatan mental dan kinerja akademik mahasiswa meskipun mereka diharapkan memiliki tingkat kedewasaan yang lebih tinggi pada jenjang ini. Mahasiswa yang menjadi korban perundungan seringkali mengalami peningkatan stres, kecemasan, dan depresi, yang berakibat pada menurunnya motivasi dan kemampuan mereka untuk berprestasi secara akademis. Artikel ini bertujuan untuk mengeksplorasi pengaruh dan keuntungan dari peningkatan layanan konseling dalam mendukung mahasiswa, serta pentingnya keterlibatan aktif mahasiswa dalam memerangi perundungan atau *bullying*. Dengan metode studi pustaka berdasarkan tinjauan literatur yang relevan, artikel ini juga bertujuan untuk membahas bagaimana peningkatan layanan konseling di kampus, bersamaan dengan kebijakan kampus yang inklusif dan proaktif, dapat menangani perundungan dan menanggulangi dampaknya dengan efektif. Selain itu, diskusi dalam artikel ini menekankan bagaimana budaya kampus yang berlandaskan rasa hormat dan inklusivitas dapat dibangun melalui keterlibatan langsung dari para mahasiswa, mendorong lingkungan yang mendukung dan aman. Melalui upaya gabungan ini, kampus dapat menciptakan lingkungan dengan suasana yang lebih positif dan ramah bagi seluruh mahasiswa.

Kata kunci: perundungan, konseling, mahasiswa, kesehatan mental, kampus inklusif

Introduction

In recent years, cases of bullying in education have been the center of serious attention. The issue of bullying is rampant, but not limited, among students ranging from elementary to tertiary levels. The phenomenon of bullying can be defined as “any form of oppression or violence intentionally perpetrated by a person or group of people who are stronger or more powerful against another person with the aim of causing harm”. In other words, bullying is a deviant behavior that is often intentional and occurs repeatedly at a certain time. (Pradana, 2022)

The phenomenon of bullying can occur at every level of education, one of which is in the university environment. Students in higher education are expected to have a mature mindset and behave maturely so as to minimize the occurrence of violence between students such as bullying. However, there are still many cases of bullying among students both inside and outside the institution. It is important to understand that this bullying problem does not only involve students, but can also involve lecturers and institutional staff. This phenomenon shows that bullying is not limited to interactions between students, but can occur in various forms and by various actors. For example, some studies show that there are times when lecturers or institutional staff engage in behaviors that can be considered as bullying, either directly or indirectly.

Bullying in a college environment can have a serious impact on students' mental health. Students who are victims of bullying are likely to experience stress, anxiety, and depression, which in turn can affect their academic performance and social engagement. Research shows that college students exposed to bullying are more likely to experience decreased motivation and an increased risk of dropping out of school.

To address this issue, educational institutions need to take proactive measures, such as improving counseling services and creating clear policies against bullying. In accordance with Law No. 25/2009 on Public Services, counseling services act as a public service institution capable of resolving psychological problems for students. Improving counseling services on campus can provide necessary support for victims of bullying, as well as help encourage open dialogue on the issue of bullying. In addition, it is important to involve students in designing programs that aim to raise awareness and create an inclusive and supportive campus culture. As such, understanding the dynamics of bullying in the college environment and implementing effective prevention measures are key steps in creating a safe and productive learning environment for all students.

Research Methods

The method used by researchers is literature review. This method aims to collect information relevant to the research topic from various written sources, such as books, journal articles, and other documents, both printed and digital

(Adlini, Dinda, Yulinda, Chotimah & Merliyana, 2022). This literature study was conducted to understand existing concepts, theories, and data to support the discussion of bullying prevention in the campus environment.

Results and Discussion

A. Bullying

Bullying according to the Big Indonesian Dictionary (KBBI) is the use of violence, threats, or coercion to abuse or intimidate others, especially weaker ones. Bullying can be carried out continuously and over time. This bullying does not only involve verbal violence, but also nonverbal violence, where the victim will be greatly harmed, especially in their psychological health.

According to Halimah et al. (2015), bullying is an English word. Bullying comes from the word “bully”, which means a bully or a person who bullies a weak person. Some terms in Indonesian that are often used by the public to describe the phenomenon of bullying include suppression, bullying, hazing, bullying, ostracism, or intimidation.

From some of the existing definitions, it can be concluded that bullying is an aggressive act that is carried out repeatedly with the aim of intimidating or hurting other individuals, especially those who are considered weaker. These actions include verbal and nonverbal violence, and can result in significant negative impacts on the psychological health of the victim. The term “bullying” itself comes from the English language, referring to bullying or behavior that annoys others. As such, bullying is a complex social phenomenon that reflects power dynamics in human interactions, often occurring in environments such as schools, workplaces and othersocial communities.

B. The Impact of Bullying

Bullying has a significant impact and can affect the victim's life in both the short and long term. Emotionally, victims of bullying often experience anxiety, depression, and low self-esteem that compromise their mental health. In addition, they may struggle to establishsocial relationships, both at school and outside, leading to isolation and loneliness. The impact of bullying is not only limited to the psychological aspect, academically, victims often show reduced learning achievement and low motivation to participate in school activities. In more severe cases, the effects of bullying can lead to self-harming behavior or extreme measures.

It is therefore important to understand and take the issue of bullying seriously, given the consequences it can have for individuals and society as a whole. The impact also extends to the social environment, creating an atmosphere of fear in schools that affects all students, whether as victims, perpetrators or

witnesses. According to Prastiti and Anshori (2023), victims of bullying can experience long-term emotional and mental problems, such as low self-esteem, and may feel uncomfortable going to school or working with others, which can hinder their future success.

The impact of bullying can be both physical and non-physical. Physical impacts are often visible immediately, such as bruises, cuts, and even broken bones in severe cases. Health problems such as headaches, indigestion, and sleep problems are also often experienced by victims due to prolonged stress. It can also lower the general health of the victim, making them more susceptible to illness. Non-physically, bullying often leads to anxiety, depression and low self-confidence. Victims feel worthless or unworthy, which results in lowered self-esteem and makes it difficult for them to express themselves confidently in front of others.

C. Bullying Prevention and Solutions

The increasingly widespread phenomenon of bullying, especially in new forms such as cyber bullying and relational aggression, presses experts and devices on campus to deal with bullying problems more systematically and thoroughly to prevent the spread of bullying cases with more serious impacts. Even though the campus issues policies and programs that can reduce the possibility of bullying, victims do not necessarily feel safe if the solution to the treatment of victims is only limited to the formality of a prohibition statement. In other words, a place is needed to accommodate and embrace victims of bullying, a place that can provide services that suit the needs of students and provide protection for victims through the implementation of orientation services, information services, channeling placement services, individual counseling services, group counseling services, consultation services, mediation services.

In the implementation of counseling service programs, Bu'ulolo et al. (2022), stated that counseling services play an important role in preventing and overcoming bullying where counseling can provide efficient and comprehensive services, identify possible problems, advocate and provide psychological support to victims, bridge communication between perpetrators and victims, provide curative measures to make bullies aware and take preservative measures to prevent the growth of bullying behavior.

D. The Effectiveness of Counseling Services

According to Alfira and Nur (2022), Counseling is a process of providing assistance through counseling interviews by an expert (called a counselor) to individuals who are experiencing a problem (called a counselee) which leads to the resolution of the problem faced by the counselee. Counseling Services is a

service carried out by a person or trained counselor to help individuals overcome various problems or challenges in their lives. Counseling services are very important in helping people face various challenges in their lives. Through this process, trained counselors provide support and a safe space for counselees to share their problems. This interaction creates an atmosphere where the counselee can explore their feelings and thoughts more deeply without feeling judged. In counseling sessions, counselors use various techniques, such as empathetic listening and feedback, that help the counselee understand the issues they are facing.

In addition to resolving existing problems, this service also focuses on developing skills that can be applied in everyday life. Counselees learn to cope with stress, improve communication skills, and build self-confidence. Ultimately, counseling services not only serve to relieve problems, but also become a powerful tool for individuals to grow and develop in their lives.

E. The Role of Student Participation

Although there are adequate counseling services in the college environment, the prevention and control of bullying launched by counselors will not run effectively without the active contribution of the students themselves. Students are the main and largest actors in the campus environment, so it is possible that the perpetrators or potential victims of bullying come from among students.

Student participation is key to breaking the cycle of bullying not only in highereducation, but also in society. Many things can be done by students to prevent bullying such as eliminating seniority, participating in or providing socialization about bullying, reporting all forms of violence and immorality, and promoting the importance of mental health.

Sanderson & Swanson (2020) state that students have an important role in dealing withbullying at university. They can act as active bystanders by supporting victims and reporting bullying behavior to authorities. In addition, students can also contribute to a more positive change in campus culture by building an inclusive and supportive community. Student involvement in bullying prevention activities can create a safer and healthier academic environment. This is in line with the duty of students as agents of change who play a role in bringing positive influence to society.

F. Inclusive Campus Policy

Inclusive policies in general are an attempt to create systems and environments that can accommodate all individuals, regardless of their backgrounds, abilities or specialconditions. This policy aims to ensure that every

individual has equal opportunities to participate and develop without discrimination.

According to Baihaqi and Sugiarnin (2006:75-76), inclusion is about ensuring that every student receives individual, social, and intellectual development. Students should be given the opportunity to reach their full potential. To harness this potential, the education system must be designed to meet the needs of different students. Students with specific disabilities and/or with exceptional learning needs should have access to quality education.

UNESCO states that an inclusive policy is a framework aimed at creating an environment that ensures every individual, regardless of social, economic or ability background, has equal opportunities for success in education and life. Article 28H paragraph (2) of the 1945 Constitution states that everyone is entitled to facilities and special treatment to obtain equal opportunities and benefits in order to achieve equality and justice. To fulfill this, the Inclusive Policy was issued in Law No. 20 of 2003, concerning the National Education System. In article 5, there are provisions that guarantee the right to education for every citizen, including children with special needs and disabilities. In article 6, every citizen is required to undergo basic education.

There is also Regulation of the Minister of National Education (Permendiknas) No 70 of 2009 on Inclusive Education for Learners with Disabilities and Potential for Special Intelligence and/or Talent. Article 3 paragraph (1) explains that every learner who has a physical, emotional, mental and social disorder or has the potential for intelligence and/or special talents has the right to attend education inclusively in certain educational units according to their needs and abilities. Article 3 paragraph (2) mentions the learners referred to in Article 3 paragraph (1).

In Law No. 35 of 2014 Article 76C states, "Every person is prohibited from placing, allowing, committing, ordering to commit, or participating in violence against children." This guarantees and supports the principle of non-discrimination, and protects children from all forms of violence.

Based on Permendikbud No. 18/2016 Article 10, it is stated that students, parents/guardians, and the community can report suspected cases of bullying to the local Education Office or the Ministry. And schools cannot legally prosecute or impose sanctions in any form to students, parents/guardians, and the community who report such violations, unless proven untrue.

G. Obstacles and Challenges

Despite the growing awareness of the negative impact of bullying, students' active participation in prevention efforts still faces a number of challenges. One of the main obstacles is the lack of a comprehensive understanding of bullying. According to research by Olweus (1993), many students often find it difficult to

distinguish between acceptable and unacceptable behavior in social interactions. This leads to difficulties in identifying and reporting instances of bullying. In addition, fears of social stigma and negative consequences, such as retaliation or social isolation, may also deter students from speaking up.

Another factor that complicates prevention efforts is the lack of support from the social environment. Peers often put pressure on individuals to engage in bullying behavior or maintain silence. This is reinforced by the research of Smith et al. (2008) which showed that peer group norms that are tolerant of bullying can create an environment that supports such behavior. In addition, the lack of strong leadership from the school or college in addressing bullying issues can also hinder prevention efforts.

Preventing bullying requires a fundamental change in campus culture. However, changing culture is not easy and takes a long time. The main challenge in changing campus culture is the existence of social norms that tolerate bullying behavior. These norms are often deeply embedded in the campus environment and are difficult to change in a short period of time. In addition, resistance from some groups of students or staff to prevention programs can also hinder cultural change.

Parental involvement is also very important in bullying prevention efforts. However, parents often do not realize that their children are experiencing or committing bullying. Lack of communication between parents and children, as well as parents being busy with their daily activities, can hinder early detection of bullying cases. In addition, differences in parenting styles and education levels can also affect parents' ability to provide support to their children.

Conclusion

Strategy Guidance and counseling services that are responsive to the needs of students play an important role in preventing and handling cases of bullying in the campus environment. Inclusive and accessible counseling services can increase the ease with which students can report and address bullying that occurs, and can help students manage their psychological health.

This study has the result of the importance of increasing the capacity/value of an expert (counselor) and providing more access to guidance services to students. As a recommendation, the campus can conduct many training sessions for counselors in handling bullying cases specifically, as well as develop policies that support bullying prevention through increasing students' active participation in this service. Thus, the implementation of appropriate counseling strategies is expected to help create a campus environment that is safe and conducive to the personal and social development of all students.

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