

Policies for Supervision and Protection against Bullying in Public Services: An Integrated Approach in the Higher Education Sector

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Abstract: *The purpose of this study is to look at policies on monitoring and protecting against bullying in public services, particularly in the higher education sector, by using a literature review approach to analyze policies implemented in various educational institutions. Bullying in higher education has become an issue of concern due to its impact on students' mental, emotional, and academic well-being. The results of this study show the importance of an integrated approach, involving active participation from campus elements, such as lecturers, students, and other stakeholders, as well as the role of campus policies to be able to create a safe and bullying-free environment. This study found that policy-based interventions that incorporate Pancasila values can further enhance the effectiveness of bullying prevention programs. Values such as justice, humanity, and mutual cooperation have an important role in shaping an inclusive and harmonious campus culture. In addition to this, the success of the prevention program relies heavily on the involvement of all campus elements in implementing the policy, which not only helps prevent bullying but also strengthens solidarity among students and creates a campus atmosphere that supports well-being and diversity.*

Keywords : *Policy, Bullying, Education, Pancasila.*

Abstrak: Tujuan dari penelitian ini adalah untuk melihat kebijakan pengawasan dan perlindungan terhadap bullying di layanan publik, khususnya di sektor pendidikan tinggi, dengan menggunakan pendekatan literature review untuk menganalisis kebijakan yang diterapkan di berbagai institusi pendidikan. Bullying di lingkungan perguruan tinggi telah menjadi permasalahan yang mengkhawatirkan karena dampaknya terhadap kesejahteraan mental, emosional, dan akademik mahasiswa. Hasil penelitian ini menunjukkan pentingnya pendekatan yang terintegrasi, melibatkan partisipasi aktif dari elemen kampus, seperti dosen, mahasiswa, dan pemangku kepentingan lainnya, serta peran kebijakan kampus untuk dapat menciptakan lingkungan yang aman dan bebas dari bullying. Penelitian ini menemukan bahwa intervensi berbasis kebijakan yang menggabungkan nilai-nilai Pancasila, dapat semakin meningkatkan efektivitas program pencegahan bullying. Nilai-nilai seperti keadilan, kemanusiaan, dan gotong royong memiliki peran yang penting dalam membentuk budaya kampus yang inklusif dan harmonis. Selain hal tersebut, keberhasilan program pencegahan sangat bergantung pada keterlibatan semua elemen kampus dalam mengimplementasikan kebijakan, yang tidak hanya membantu mencegah bullying tetapi juga memperkuat solidaritas di antara mahasiswa serta menciptakan suasana kampus yang mendukung kesejahteraan dan keberagaman.

Kata kunci: Kebijakan, Bullying, Pendidikan, Pancasila

Introduction

Due to its huge impact on students' mental, emotional, social and academic well-being, bullying in higher education settings is an issue that is now receiving worldwide attention. Bullying, whether physical, verbal, social or through social media, not only affects the victim personally but can also affect the academic environment as a whole. This behavior creates a fearful and intimidating environment. This can prevent students from working, cooperating and learning well (Olweus, 1993; Annisa et al., 2022). Higher education is supposed to be a platform to develop students' talents and academic potential, but bullying interferes with students' social and personal development. It can even reduce students' willingness to actively participate in academic activities.

In Indonesia, bullying in higher education is increasingly in the spotlight, especially after many reports of the negative impacts experienced by victimized students. In addressing this issue, the government has created national and internal policies to monitor and protect students from bullying. Supervision itself is an effort to ensure that activities go according to plan (Nurchotimah, 2021). UU No. 31/2014 on Witness and Victim Protection is one of the most well-known policies created to provide legal protection to those who are victims of acts of violence, including sexual harassment. This law provides victims with rights, including the right to personal security, protection from threats, and also assistance during the legal process. Although this regulation has been implemented, there are major problems in its implementation at the university level. Weak supervision and lack of participation from lecturers, students, and other campus elements make it difficult to realize a safe and inclusive academic environment (Palupi, 2020).

To address this issue, a broader approach is needed to prevent bullying in higher education institutions. This includes participation from various campus stakeholders, including campus management, lecturers, students, and the academic community as a whole. Bullying prevention policies should not only focus on punishment. They should also teach students about the importance of respecting differences and maintaining harmony in the academic environment. To create a more positive and supportive campus culture, campuses can implement early warning systems, staff and lecturer training, and anti-bullying socialization (Hendrayani et al., 2022).

The incorporation of Pancasila values into college character education, in addition to legal and educational approaches, is an important factor in preventing bullying. Justice, fair and civilized humanity, and gotong royong are values offered by Pancasila, which serves as the ideological foundation of the Indonesian nation. Building a tolerant, inclusive, and violence-free campus culture can begin with these principles. For example, Pancasila's value of justice emphasizes that everyone should be treated equally on campus, and gotong royong encourages solidarity and

cooperation between students to maintain campus harmony and safety (Junneli 2019; Harahap & Paturochman, 2024).

By incorporating Pancasila values into campus policies, it is hoped that strong character education can strengthen students' awareness of the importance of mutual respect and appreciation of differences. This can not only prevent bullying, but can also strengthen students' social relationships, create a more supportive atmosphere, and instill a sense of responsibility and empathy. It is hoped that in the long run, strengthening the values of Pancasila will produce a generation that is not only academically smart but also has a strong character that can contribute to building a harmonious and inclusive social environment (Harahap & Paturochman, 2024).

Research Methods

In order to investigate the surveillance and protection policies against bullying that have been implemented in the higher education sector, this research utilizes the literature review method. This method was chosen as it allows for a thorough analysis of the various policies that have been implemented in universities as well as how effective they are in addressing bullying in the academic environment. The purpose of the literature review is to find patterns, trends, and shortcomings in current policies.

In the data collection process, various secondary sources were evaluated. These sources included policy documents, relevant laws, scientific publications, institutional reports, and journal articles related to bullying in higher education. These sources were thoroughly evaluated to determine best practices that have been implemented, barriers to policy implementation, and how the policy impacts student protection.

The results of this literature review are expected to provide a complete picture of the state of policies relating to the surveillance and protection against bullying in higher education. Therefore, this research can help develop proposals that can be implemented to strengthen future policies and protection systems through better coordination, better education, and the incorporation of local values in student character building.

Results and Discussion

Impact of Bullying on Students and Academic Climate

Especially in terms of mental health, emotional well-being, and academic performance, bullying has a serious and far-reaching impact on students' well-being. Students who are victims of bullying often feel isolated and lose self-confidence. A study conducted by Muluk et al. (2021) in several Islamic universities in Indonesia found that students who are bullied tend to experience prolonged anxiety and stress, which directly affects their ability to focus and perform academically (Shellard, 2002). This suggests that bullying not only has

short-term effects, such as emotional discomfort, but can also disrupt students' academic progress, reduce their participation in class, and lower their performance in academic tasks.

In addition, victims of bullying tend to experience feelings of insecurity and pressure on campus, making them reluctant to participate in social and academic activities. This can lead to a lack of desire to study and participate in activities outside of class. Ultimately, this will impact the development of interpersonal skills and future professional opportunities (Ma et al., 2001; Brank et al., 2012). If bullying is not properly addressed, it can lead to psychological problems such as depression, anxiety, and even suicidal tendencies. This is harmful to students' mental health and survival in the long run.

In the overall academic environment, bullying causes an unhealthy and unsupportive environment where intimidation and fear become part of students' daily lives. As a result of bullying, the academic environment turns into a place of tension and conflict that should encourage creativity, critical thinking, and cooperation. An environment filled with verbal, emotional, or physical violence can undermine mutual trust among students and hinder the cooperation that should occur inside and outside the classroom. Therefore, bullying affects the academic community as a whole, not just those directly involved.

Universities must create a supportive, inclusive and safe academic environment to address these adverse effects. Universities should create firm and consistent disciplinary policies to address bullying and establish easily accessible reporting systems for all students (Annisa et al., 2022). To instill the values of tolerance and mutual respect among students, education on the importance of appreciating differences should be strengthened through extracurricular activities and formal curriculum (Harahap & Paturochman, 2024).

In addition, higher education institutions should prioritize providing supportive services for those who are victims of bullying, such as psychological counseling. Victims can get help in overcoming the emotional and mental trauma they experience through counseling services that are easily accessible and open. Counseling services can also help them refocus on their education. To create a more welcoming campus environment free from violence, support from peers, lecturers, and academic employees is also very important (Hendrayani et al., 2022).

Overall, universities should be proactive in stopping bullying and supporting victims. Universities can ensure that every student has an equal opportunity to thrive academically and personally without fear or intimidation by creating a safe and supportive academic environment.

Supervision and Protection Policy in the Higher Education Sector

Internal campus regulations, which are often not applied equally across all institutions, are the main focus of bullying control policies in higher education. All

universities have the freedom to create their own policies, but the methods used differ causing protection inequality among universities. Early warning systems, or EWS, are used by some campuses to spot bullying behavior before it becomes more serious (Hendrayani et al., 2022). Through reporting mechanisms conducted by students and academic staff, these systems aim to identify early signs of bullying behavior. How well the campus socializes the policy and integrates it into the broader campus protection system largely determines the success of this system. Another challenge in optimizing this system is the lack of active participation of students and universities in the use of EWS.

The national legal framework as stipulated in UU No. 31/2014 on Witness and Victim Protection also provides a legal basis to protect students from bullying, in addition to on-campus efforts. However, the implementation of this law in higher education is challenging, especially in terms of uneven law enforcement. This law provides rights for victims to obtain legal protection, including the right to personal safety and assistance during the legal process. Studies show that victim protection agencies, such as the Witness and Victim Protection Agency (LPSK), are not fully present at the local level in areas outside the center (UU Nomer 31 Tahun 2014; Palupi, 2020). As a result, many victims of bullying do not have adequate access to legal protection or necessary assistance. This makes them vulnerable to continuous bullying and makes them hesitant to report their cases as they are worried that there will be no significant action from the authorities.

In addition to law enforcement issues, coordination between universities and legal institutions is limited. Many campuses do not yet have a clear system governing the reporting of bullying with the off-campus legal system. As a result, although campuses have internal policies, collaboration with law enforcement and related protection agencies often hinders follow-up actions (Palupi, 2020). Therefore, universities, legal institutions, and local governments must work together to ensure that legal protection for victims of bullying on campus can run well and evenly throughout Indonesia. In addition, training and legal awareness campaigns on campus also need to be improved to increase awareness of student rights and increase the speed of reporting bullying cases.

Policy Implementation and Supervision System Challenges

Despite policies to monitor and protect students from bullying in higher education, many major problems remain unsolved. One of the main obstacles is the lack of good cooperation between the various parties involved-local governments, student communities, legal protection agencies, and universities. As each party acts separately, there is no strong mechanism to collaborate and share information, this misalignment often hampers policy enforcement efforts (Muluk et al., 2021). As a result, although policies have been created, they are not immediately implemented in the field, so the protection of bullying victims is often ineffective.

In addition to coordination issues, inadequate resource allocation is also a major problem. Campuses often lack proper funding and manpower to support bullying prevention programs, such as providing training to lecturers, employees, and students on how to handle bullying cases (Hendrayani et al., 2022). In addition, the available training programs are not only limited, but also rarely attended by the entire campus, leading to a lack of understanding of the definition and consequences of bullying (Muluk et al., 2021). One of the biggest problems according to research conducted by Muluk et al. (2021) is the lack of understanding between perpetrators and victims about what is considered bullying. Many perpetrators do not realize that their actions constitute bullying, and victims often do not know how to report or handle the situation (Muluk et al., 2021). This condition makes the low number of bullying cases worse because students doubt or do not believe that the campus will seriously consider their reports.

Another issue that arises is the lack of collective awareness of the campus community on the importance of active surveillance. This includes academic staff and students. Often, surveillance is done silently, without taking proactive measures to prevent bullying. To be more proactive, some campuses have held specialized training for lecturers and employees to help them spot and deal with bullying early on (Hendrayani et al., 2022). However, these programs are still ineffective, mainly because the supervision is inconsistent and all academic staff do not follow them equally. In addition, the training is usually more theoretical than practical and can be applied in daily interactions on campus.

One solution to increase the number of bullying reports is the anonymous system that is rarely used on various campuses. While anonymity protects victims from retaliation or social stigma, many campuses do not have a clear infrastructure or policy for this reporting mechanism. As a result, victims often refuse to report their bullying incidents due to fear, distrust, or doubt that their reports will get serious attention from the campus. This situation only exacerbates the problem of bullying in higher education as many cases never come to light and perpetrators do not get the punishment they deserve.

Therefore, some of the main obstacles in implementing supervision and protection policies against bullying in higher education are poor coordination among relevant parties, lack of resources, poor understanding by perpetrators and victims of what bullying is, and lack of collective awareness and effective reporting mechanisms. To address these issues, stronger cooperation in terms of education, training, and policy supervision is needed, as well as stronger support from all stakeholders, both at the university and government levels.

The Importance of Pancasila Values Approach in Bullying Prevention

Pancasila, as the philosophical basis of the Indonesian state, has a major role in shaping the character of a person and society, including preventing academic

bullying. Pancasila has values such as social justice, just and civilized humanity, and the spirit of gotong royong that can serve as the basis for creating a safe, inclusive, and violence-free academic environment. In this situation, an approach based on Pancasila does not only include policy or legal elements; it also emphasizes the importance of building strong character among students, lecturers, and the entire academic community.

Pancasila's philosophy of justice emphasizes the importance of equal treatment for everyone, including protecting the rights of victims of bullying and ensuring that perpetrators receive fair punishment. This also includes that every student should be treated humanely and not based on their social, cultural, or economic background (Harahap & Paturochman, 2024). It is possible to raise students' awareness of the importance of rejecting physical, verbal, and psychological bullying through the application of this principle of justice. With the enforcement of justice, both perpetrators and victims will realize that bullying is a violation of the basic principles contained in Pancasila.

In addition, the principles of fair and civilized humanity show how important it is to build loving relationships among students. Pancasila education in higher education can help raise awareness of the importance of maintaining human dignity. Incorporating Pancasila values into the curriculum through discussions, field practices, and projects involving students has been shown to increase tolerance and respect for fellow students (Harahap & Paturochman, 2024). Students who understand these principles are more likely to behave inclusively and respect differences, which helps to create a campus environment free from bullying. Students' involvement in discussions and activities related to Pancasila also helps them make a commitment to prevent bullying on campus (Harahap & Paturochman, 2024).

Pancasila-based character education can also help students unite. One of the pillars of Pancasila, the spirit of gotong royong, can be applied to build a support network for victims of bullying. It is crucial for the student community to provide moral and psychological support to victims in this case. In this case, gotong royong does not only include physical assistance; it also includes emotional support and involves the whole campus to combat bullying (Harahap & Paturochman, 2024; Hendrayani et al., 2022). Universities can support the formation of student groups that focus on support for victims of bullying and hold educational programs that teach the importance of cooperation and solidarity in maintaining a safe and harmonious campus environment.

This Pancasila approach is also in line with the victimology perspective, which emphasizes the importance of protecting the rights of bullying victims (Palupi, 2020). Victimology research shows that victims often experience social isolation and do not receive attention from those around them. In this case, strong character education based on Pancasila can help raise awareness of the importance

of protecting victims and encourage the involvement of the campus community in providing the assistance and support needed (Palupi, 2020). This method not only utilizes law enforcement to combat bullying, but also utilizes human values for prevention and rehabilitation.

In addition, this character education should be combined with mentoring and counseling provided by universities. Universities can create counseling services that focus on the values of mutual cooperation, allowing students to ask for help without fear or embarrassment. This service can be incorporated into an early warning system (EWS), which is suggested to detect signs of campus bullying early on (Hendrayani et al., 2022). Universities can create a safer and more supportive environment for all students by implementing a holistic approach that incorporates Pancasila values, early warning systems and mentoring services.

Overall, a Pancasila-based approach to preventing bullying is not only important for raising public awareness about the dangers of bullying, but will also build a more just, inclusive and humane campus. Universities can play an important role in combating bullying and ensuring that all students feel safe, valued, and supported throughout their educational process by strengthening character education and integrating Pancasila values into campus policies and culture.

Conclusion

This research confirms that bullying in secondary schools has a highly detrimental impact on students' academic development, mental and emotional well-being. Victims of bullying often experience decreased self-confidence, prolonged stress, anxiety, and depression, which significantly impairs their ability to participate in academic and social activities. If left unchecked, these effects can also lead to long-term mental health issues that can hinder future personal and professional progress. In addition, bullying leads to an unhealthy classroom environment filled with intimidation, fear, and tension. This can undermine students' spirit of cooperation and creativity and disrupt the overall academic environment.

It is imperative for colleges to implement thorough supervision and protection policies to address this issue. The campus system should have firm and consistent disciplinary policies, easily accessible reporting systems, and a proactive approach to detecting and dealing with cases of bullying. Early warning systems (EWS) and anonymous reporting mechanisms can help detect cases of bullying early on, allowing campuses to take action before problems develop. To provide more equitable protection across the region, universities, legal institutions, and local governments should work better together to implement policies on the ground.

Character education based on the principles of Pancasila is essential. Complemented by the principles of social justice, humanity and gotong royong, Pancasila can be used as a foundation to raise students' awareness of the importance

of creating a safe and inclusive academic environment. Students who understand the values of Pancasila will be more likely to participate in creating a welcoming and supportive campus culture, while strengthening solidarity among students. Integrating these values into formal classes and extracurricular activities can encourage students to better appreciate differences, show empathy, and be actively involved in preventing bullying.

In addition, higher education institutions should prioritize providing support services such as psychological counseling for victims of bullying. This service can help victims overcome the psychological and emotional trauma they experience. They can also get a chance to refocus on their education and self-development. Universities should also ensure that lecturers and employees are well educated to identify and handle bullying cases.

Overall, an integrated strategy of legal policies, character education, and character education is essential to prevent and deal with bullying in higher education settings. Universities can ensure that every student has an equal opportunity to develop optimally both academically and socially by creating an academic environment that is safe, supportive, and free from violence.

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