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THE IMPACT OF BULLYING IN THE PERSPECTIVE OF POSITIVE LAW: A CASE STUDY OF HANDLING AND PREVENTION IN THE CAMPUS ENVIRONMENT

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Abstract

Bullying is a significant problem that can occur in various environments, including among students. This study aims to conduct an in-depth exploration of how positive law regulates and deals with bullying crimes in the campus environment of Universitas Faletehan. The findings show that victims of bullying at the university often experience negative impacts such as stress, anxiety, and depression. The results from the study highlight the specific challenges faced by campus security or relevant authorities in enforcing the law against bullying cases, which directly affect the implementation of justice. In addition, the findings highlight the need for a more sensitive and responsive approach to the psychological needs of victims, as well as increased knowledge and support for mental health in the university environment. These findings emphasize the need to develop more comprehensive and proactive policies in addressing bullying, including more effective reporting mechanisms, collaboration with online platforms to remove harmful content, and better victim support programs.

Keywords: *Bullying Impact, Perspectives, Positive Law*

INTRODUCTION

Higher education institutions play a crucial role in developing quality human resources through their core activities of education, research, and community service. To achieve these goals, a supportive campus environment that is safe, comfortable, and engaging is essential. However, challenges such as bullying can hinder the effectiveness of these activities. Bullying, which includes both verbal abuses like insults and physical acts such as assault, remains a significant issue even within academic settings (Ahmad & Smith, 2022; de Wet & Jacobs, 2021; Heffernan & Bosetti, 2021; Manea et al., 2020; Nazim & Duyan, 2021; Tight, 2023). Despite the expectation that universities should be safe environments due to their educated populations, bullying persists and can sometimes be more severe than in lower education levels. In colleges, bullying is often carried out by specific groups or "gangs" targeting individuals perceived as vulnerable, highlighting a troubling contradiction within higher education environments.

The education system in Indonesia's universities is designed to be well-structured, providing an opportunity for each individual to develop the full potential of students. The goal is to be able to make a positive contribution to society, the nation, and the state. Universities have an important role in guiding students not only in terms of academic knowledge, but also in moral aspects, to prevent students from engaging in deviant behavior. However, the reality shows that deviant behavior still often occurs in the university environment. Bullying is a significant problem that can occur in various environments, including among students. Violent actions, such as brawls, which are often reported in the mass media, illustrate how common and serious this phenomenon is in schools. Bullying involves an act of bullying in which individuals or groups who have more power oppress or hurt weaker individuals or groups (Duşe & Duse, 2021; Fauzia, 2021; Hodgins et al., 2020; Okagbue et al., 2022).

In college, there should be no place for bullying because students generally already have a higher level of maturity. Several viral bullying cases have recently occurred on campuses, drawing significant attention. One case involved Cintria, a student at UIN Sultan Thaha Saefuddin Jambi, who went viral after uploading a video showing a group of students harassing others in an elevator by repeatedly pressing the button to prevent it from moving, all while laughing. Although Cintria was merely a witness and not a participant in the bullying, she was asked to make a statement or apology for sharing the video, as she was blamed for publicizing the incident rather than being acknowledged as a witness to the bullying. Another case occurred at a campus in Makassar, where a video circulated showing new students being mobbed by a group of individuals on campus, further highlighting the issue of bullying in educational institutions.

Bullying is characterized by repeated, deliberate violent behavior perpetrated by individuals or groups with more power—whether physical or psychological—against those who are weaker. The term "bullying" derives from the aggressive nature implied by the term "bull" (Hensums et al., 2023; Postigo et al., 2019; Samara et al., 2024; Tintori et al., 2021). Bullies use their power to inflict harm and control victims, often aiming to make them feel depressed and helpless. A person is considered bullied when subjected to repeated negative actions from others. This power imbalance leaves victims feeling powerless and despondent. Beyond its harmful effects on individuals, bullying is a violation of human rights, specifically the right to be treated fairly and free from violence, and can be subject to legal sanctions in accordance with national laws .

It is reported that every day, around 160,000 students skip school for fear of becoming victims of bullying. About one in ten students even change schools to avoid bullying. The results of the study show that individuals who experience bullying tend to face difficulties in the work environment. Victims also often have problems maintaining long-term friendships and good relationships with their parents. In addition, victims of bullying may experience self-bullying, where they self-harm, which jeopardizes their well-being. Bullying has a negative impact on morale, mental health, and safety.

Several studies show that the bullying problem continues to the college level. Research by Wensley & Campbell (2012), as well as Lund & Ross (2016), show that of 526 students in Finland, about 20.8% reported having experienced traditional bullying (such as physical, verbal, or relational bullying) during college, and 11.6% reported experiencing cyberbullying. In addition, around 5.1% of students admitted to having done traditional bullying during their college years, while around 3.8% reported being involved in cyberbullying. These figures are similar to the high rates of bullying reported among school students, as Craig and his colleagues point out. In college, most victims of bullying are men especially if they do not have privileges or are targeted because of the envy of others. The form of bullying experienced is usually in the form of bullying, constant ridicule, or hazing, which can make the victim feel afraid and not actively participate in campus activities. However, female students can also be victims of bullying, and the violence experienced can be more severe. Bullying against women often involves forms of violence such as bullying, sexual harassment, and bullying, which can have profound psychological impacts, including feelings of anxiety and fear that prevent them from being active in the campus environment.

Many students still consider bullying in the campus environment as a normal habit or culture, so this behavior still exists and is even more complicated. Many students do not fully understand the long-term impact of bullying on themselves and others. It is hoped that students can improve their understanding of bullying, including the impact and harm caused, through better knowledge and spiritual understanding based on their beliefs. This can be achieved by seeking accurate information as well as choosing positive friends to avoid the bad influence of bullying behavior.

The researchers aims to conduct an in-depth exploration of how positive law regulates and deals with bullying crimes in the campus environment of Universitas Faletehan. The research contribution based on this sentence lies in its focus on evaluating and understanding the implementation and effectiveness of current policies in addressing and preventing bullying, both in physical and online environments. This study could provide insights into the strengths and weaknesses of existing policies, suggest areas for improvement, and potentially offer recommendations for more effective strategies in handling bullying across various platforms. It contributes to the field by addressing the practical impact of policies in real-world scenarios and exploring their adaptability to the evolving nature of bullying, particularly with the rise of cyberbullying.

RESEARCH METHOD

The research employs a qualitative approach with data collection techniques including case studies and document analysis. Secondary data were the basis for analyzing positive legal regulations applied in the specific context of Universitas Faletehan and case studies related to the handling of bullying crimes in the higher education environment in general. The data analysis technique used in this research is qualitative content analysis. This technique involves systematically analyzing and interpreting secondary data, such as legal documents and case studies, to explore how positive legal regulations are applied in the context of Universitas Faletehan and more broadly in handling bullying crimes within higher education environments. The emphasis is on understanding the meaning and implications of the regulations and case studies in this specific context.

RESULT AND DISCUSSION

At the level of higher education on various campuses, it is generally in early adulthood, where it is expected to have a higher level of maturity and responsibility. At this stage, students are expected not only to have the ability to make wise decisions, but also to understand and take responsibility for their own actions including behavior on campus, which should reflect deeper maturity and consideration. Early adults, including college students, have reflective thinking skills that can connect various ideas and considerations in a complex way (Yaacob et al., 2020). Therefore, students are expected to develop a more mature mindset to thoroughly evaluate their actions and avoid negative behaviors such as bullying. However, ironically, even though students are generally educated individuals and come from an academic environment, they are not immune to the possibility of being involved in bullying.

The Impact of Bullying in Positive Law
The Effect of Bullying on the Behavior of Higher Education Students

Bullying behavior has detrimental effects that cover various aspects of a person's life, including physical, psychological, and social, which can impact an individual's sustainable development. In relations between students, there is often an imbalance of power, where perpetrators who feel more influential or senior take action against victims who are usually junior students and feel helpless to resist. Victims of bullying often experience psychological disorders, such as discomfort, fear, low self-esteem, and feelings of worthlessness. Poor social adjustment, including fear, withdrawal from association, and potential suicidal thoughts, is also common. Verbal abuse by students can have a serious impact on the well-being of other students, such as causing feelings of hopelessness, withdrawal from social activities, loss of enthusiasm, and even hallucinations. While actions such as taunts and banter may seem insignificant, the effects can be very damaging gradually. In addition to these psychological impacts, negative bullying behavior can also affect other aspects of the

victim's life, especially if it leads to physical violence, which often occurs in the context of Ospek and regeneration in extra-campus organizations.

The Effect of Bullying in Positive Law

Positive law refers to the laws and regulations that apply and are established by the official authority of the country, such as the constitution, laws, and other regulations. Hans Kelsen's opinion in pure law theory, positive law is a system of norms that regulate human behavior and are binding in a certain country or society. Positive law serves as a formal basis that regulates criminal acts, including bullying, as well as its law enforcement mechanisms. Positive law is a set of legal principles and rules that are written, valid at a certain time, and binding in general or in particular, and enforced by the government or courts in Indonesia. Positive laws are divided into two categories, written and unwritten categories. Written law includes laws and regulations, while unwritten law includes customary, jurisprudence, and religious law. In general, positive law (ius constitutum) is a law that applies at a certain time within the territory of a certain country. In Indonesia, positive law is also known as Indonesia's national law.

According to the 4th paragraph of the Preamble to the Constitution, the purpose of positive law is to ensure that the state government functions to protect all the people and regions of Indonesia, as well as to improve the welfare and education of the nation. In addition, positive law is also expected to contribute to efforts to create a global order based on the principles of independence, lasting peace, and social justice.

Definition of Bullying

Bullying refers to various forms of negative actions carried out against a person, both in direct interaction and through digital media. Bullying can involve abusive language, physical violence, or harmful social actions. Bullying aims to hurt the victim by making them feel uncomfortable, emotionally hurt, and psychologically depressed. This action involves deliberate oppression or violence by a person or group that has more power against a weaker person. Bullying is usually carried out continuously, not just as a one-time incident, to ensure a lasting negative impact on the victim. The word "bully" comes from the United Kingdom and is used to refer to an act that involves intimidation or oppression of a person. Although the word bullying is often used, the term bullying is broader and encompasses the entire meaning of the bullying. The term "bullying" refers to an act that harasses or harasses a person by degrading, threatening, hitting, or causing grief for the victim. Perhaps not always widely used or widely known, the term "bullying" remains a commonly used term in various media and publications to describe acts of violence that occur in an educational environment (Hammarén, 2022; Noakes & Noakes, 2021).

The Effect of Bullying

Bullying can result in trauma that is very detrimental to the mental health of the victim and, in severe cases, can end in death. The act of bullying creates a deep sense of fear and psychological disturbance. Other effects of bullying include a decrease in psychological well-being where the victim feels discomfort, fear, low self-esteem, and feels worthless (Husain, 2024; Jiang, 2020; Kustanti, 2020). Social disorders such as fear of going to school, withdrawal from association, and decreased academic performance due to difficulty concentrating can occur, and in extreme cases, the pressure resulting from insults and punishment can trigger suicidal thoughts.

There are several types of bullying, namely physical, verbal, gestural, extortion, and exclusion, which often occur in schools and universities. In bullying, students can play the role of perpetrators or victims. According to M. Syafi'e, there are four forms of bullying:

1) Physical bullying: Includes a variety of actions that involve direct contact between the perpetrator and the victim. This includes behaviors such as hitting, kicking, spitting, and pushing the victim. In addition, physical bullying can also include the destruction of the victim's belongings. These actions aim to cause physical harm to the victim.

2) Verbal bullying: An act of bullying that occurs through verbal or written communication, not through physical contact. For example , behaviors such as reproaching, ridiculing, or threatening the victim with words. Although not physically visible, these actions can cause significant emotional and psychological impacts on the victim.

3) Social bullying: It is a type of bullying that is carried out by damaging the victim's social reputation, such as spreading false information or gossip about someone and trying to influence others to avoid or stay away from the victim.

4) Cyberbullying: It is a form of bullying that occurs in cyberspace, especially through social media platforms. These include sending abusive comments, degrading or degrading the victim's reputation, and digitally threatening or hurting them.

Bullying in positive law

In Indonesia, articles related to bullying are contained in the "Criminal Code (KUHP) and Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection". Here are some legal aspects related to bullying:

1) Legal Aspects of Child Protection:
   ▪ Article 76C of Law No. 35 of 2014: Everyone is prohibited from placed, allowed, committed, ordered to do, or participated in violence against children.
   ▪ Article 80 (1) of Law No. 35 of 2014: Any person who violates the provisions of Article 76C shall be sentenced to a maximum of 3 years and 6 months in prison and/or a maximum fine of Rp72,000,000.00 (seventy-two million Rupiah)

2) Legal Aspects of Cyber Crime:
   ▪ Article 27 (3) of the Electronic Information and Transactions Law: Any person intentionally and without rights distributes, transmits, or makes accessible electronic information and/or electronic documents that contain insults and/or defamation.
   ▪ Article 45 (1) of the Electronic Information and Transaction Law: Every person who meets the elements in Article 27 paragraph (1), paragraph (2), paragraph (3), or paragraph (4) shall be sentenced to imprisonment for a maximum of 6 years and/or a maximum fine of Rp1,000,000,000.00 (one billion Rupiah).
   ▪ Article 28 (2) of the Electronic Information and Transaction Law: Every person deliberately and without the right to disseminate information aimed at causing hatred or hostility to certain individuals and/or groups of people based on ethnicity, religion, race, and intergroup (SARA).
   ▪ Article 45 paragraph (2) of the Electronic Information and Transaction Law: Every person who meets the elements in Article 28 paragraph (1) or paragraph (2) shall be sentenced to imprisonment for a maximum of 6 years and/or a maximum fine of Rp1,000,000,000.00 (one billion Rupiah).

3) Articles in the Criminal Code:
   ▪ Article 170 of the Criminal Code concerning Demolition:
      1. Whoever openly and with joint force uses violence against people or goods, is threatened with imprisonment for a maximum of five years and six months.
      2. The guilty person is threatened with imprisonment for a maximum of seven years, if deliberately destroying goods or if the violence used results in injuries.

3. Threatened with imprisonment for a maximum of nine years, if violence results in serious injuries.
4. Threatened with imprisonment for a maximum of twelve years, if violence results in death.

- Article 351 of the Criminal Code concerning Acts of Persecution:
    1. Persecution is threatened with imprisonment for a maximum of two years and eight months or a maximum fine of four thousand five hundred Rupiah.
    2. If it results in serious injuries, it is threatened with imprisonment for a maximum of five years.
    3. If it results in death, it is threatened with imprisonment for a maximum of seven years.
    4. With persecution is equated with deliberately damaging health.
    5. Attempts to commit this crime are not punishable.
- Articles 310 and 311 of the Criminal Code concerning Bullying in Public Places and Embarrassing the Dignity of a Person:
    Article 310 of the Criminal Code:
    1. Whoever deliberately attacks someone's honor or good name by accusing something whose intention is clear so that it is known to the public, is threatened with imprisonment for a maximum of nine months or a fine of up to four thousand five hundred Rupiah.
    2. If it is done with writings or images that are broadcast, performed, or pasted in public, it is threatened with imprisonment for a maximum of one year and four months or a maximum fine of four thousand five hundred Rupiah.
    3. It does not constitute defamation or written defamation if the act is done in the public interest or in self-defense.
    Article 311 of the Criminal Code:
    1. If the perpetrator of the defamation does not prove that the allegations made are contrary to what is known, he is threatened with defamation with a maximum prison sentence of four years.
    2. The revocation of rights under Article 35 No. 1-3 can be dropped.

Bullying in the form of insults with abusive words such as swearing, insults, and/or inappropriate words, whether done through electronic systems or social media, can be subject to the criminal act of petty insult regulated in Article 315 of the old Criminal Code that is still in force and Article 436 of Law 1/2023 concerning the Criminal Code.

Bullying Laws in Indonesia

In Indonesia, bullying has not been regulated in special laws or regulations that regulate it directly because bullying is widespread. However, elements of the crime of bullying can be charged with the articles listed in the Criminal Code, such as Articles 310 and 315 concerning insults, Article 351 concerning persecution, and Article 368 concerning extortion and threats. If the perpetrator of bullying is a minor, the legal basis can refer to Law No. 35 of 2014 concerning Amendments to Law No. 23 of 2002 concerning Child Protection, especially Article 54, Article 76A, Article 76C, and Article 80.

Bullying is not only limited to direct or verbal actions, but can also occur through electronic media such as social networks. For bullying that occurs on social media, the legal basis can refer to Law Number 19 of 2016 concerning Information and Electronic Transactions, especially Article 27 paragraph 3 and Article 27 paragraph 4. Positive criminal law views bullying as an act that hurts someone in the form of violence and can be categorized as a criminal act that has rules and sanctions. Therefore, a special legal or regulatory basis is needed that regulates it.

In general, the crime of bullying or bullying is known as an act of violence. Based on Article 1 number 16 of Law No. 35 of 2014, violence against children includes all forms of actions that cause suffering both physically, mentally, sexually, and neglect. Violence also includes threats, coercion, or unlawful deprivation of children's freedom. The Criminal Code does not establish a specific definition of what is meant by violence, but if the act causes misery or suffering to the child, then it can be categorized as violence.

Campus as a healthy environment

Campuses have an important role in shaping the next generation of quality and advancing the country. As an educational center, the campus must provide an environment that supports the growth and development of students. For this reason, the campus is obliged to create a safe atmosphere, including free from bullying and violence. The learning environment in the 21st century is characterized by three main conditions, namely health, comfort, and safety to support holistic well-being. This means that the campus must create an atmosphere that is not only physically healthy but also fun and safe. When these three aspects are applied together, it can help create conditions where students and staff feel happy, excited, and motivated to achieve good results in their academic activities and campus life.

To create a campus environment free from violence, four principles must be applied such as prevention through promotion and education, ease of reporting cases of violence, protection for whistleblowers and victims, and follow-up on reports. Campuses need to establish regulations that support a healthy, safe, and comfortable atmosphere on an ongoing basis. Character education is important to support this effort. Measures to prevent and counter bullying include strengthening social control by educators, developing a culture of asking and giving forgiveness, applying anti-bullying principles, peace education, and improving dialogue and communication between students.

Preventing and addressing bullying

According to the authors, the following steps can be taken to prevent and deal with bullying in oneself:

1) Increase confidence and respond to bullying with courage: Increase confidence and face bullying with courage, so that a person will feel more capable and ready to face negative behavior from others and not feel pressured or afraid.
2) Join around supportive friends and strengthen confidence: Join supportive friends and think positively. Positive friends can provide encouragement, encouragement, and emotional support, which helps a person feel more confident and less affected by bullying.
3) Keep all evidence of bullying: Collect all evidence related to bullying that occurred, especially for cyberbullying cases, which can be used to report to the authorities.
4) Be open & report: Feel free to speak up and report bullying.
5) Keep thinking positively: Maintain a positive mindset to overcome the effects of bullying.
6) Show achievements: Bullies often act out of jealousy of other people's successes. Therefore, show achievements to prove that you are invincible.
7) Build a wide circle of friends: Having a lot of friends can reduce the chances of being a target of bullying. Make sure your circle of friends is healthy and supportive.
8) Grow confidence: Build confidence to avoid the impression of inferiority in front of the bully.

9) Not being provoked to resist: Having calm and patience is important to avoid provocations that could make things worse. If someone responds with anger or retaliation, the bully may feel compelled to escalate his or her aggressive actions.

10) Use bullying as motivation to succeed: Use bullying as motivation to succeed, and show that you can be better than the bully.

11) Do not display expressions of fear and sadness: Avoid displaying fear or sadness in front of the perpetrator to avoid their satisfaction.

12) Report to the authorities: If you are a victim of bullying, report it to the authorities for a fair settlement.

By following these steps, it is hoped that you can avoid cases of bullying and maintain mental and physical health.

Prevention and handling of bullying on campus

1) Sanctions Against Bullying Perpetrators: In accordance with Permendikbud No. 82 of 2015 concerning the Prevention and Countermeasures of Violence in the Education Unit Environment, the perpetrators of bullying can be subject to sanctions in the form of:
   - Oral, written, or other sanctions that are educational to students.
   - Verbal or written reprimands, reduction of rights, or dismissal from positions as teachers and education personnel.

2) Legal Protection and Access Mechanisms
   - Providing legal protection in the form of norm guarantees and sanctions mechanisms for bullying perpetrators.
   - Legal assistance if the case is continued through criminal channels.
   - Information and physical security protection, such as restricting access to campus facilities if necessary.
   - Protection in the form of health and psychological services.
   - The mechanism for accessing victim protection and/or services can be carried out through reporting to the Dean or Rector, as well as through counseling services at the Directorate of Student Development.

3) Legal Norm Approach: Efforts to prevent bullying in educational institutions have been carried out by the Indonesia government through various laws and regulations, such as:
   - Child Protection Law Number 35 of 2014, which amends Law Number 23 of 2002 concerning Child Protection. An important addition to this law is the provision on violence and discrimination, considering that every child has the right to survival, growth, development, and protection from violence and discrimination, as mandated in the 1945 Constitution. This provision affirms the government's commitment to protect Indonesia's children from all forms of violence and discrimination in various domains, both domestic and public.
   - Regulation of the Minister of Education and Culture (Permendikbud) Number 82 of 2015 concerning the Prevention and Countermeasures of Violence in the Environment of Education Units. This Permendikbud was created to provide safe, comfortable, and fun learning for all students. Acts of violence, including bullying, that occur in the education unit environment can lead to criminal acts and cause trauma for students. Therefore, this regulation should be implemented, one of which is by making school regulations about bullying.
   - Regulation of the Minister of Education and Culture Number 18 of 2016 (Permendikbud 18 of 2016) concerning Introduction to the School Environment for New Students, which replaces the Regulation of the Minister

of Education and Culture Number 55 of 2014 concerning the Orientation Period for New Students.

With these various regulations, it is hoped that the campus environment can be a safe and free place from bullying, as well as ensure protection and welfare for all students.

Case Study of Management and Prevention at Universitas Faletehan

The phenomenon of bullying or bullying in the educational environment, including the campus of Faletehan University, has become a serious issue that affects the mental, social, and academic well-being of students. Campuses, as an academic environment that is supposed to support intellectual and personal development, are often the place where various forms of bullying occur. The study focuses on the campus of Faletehan University, which represents broader cases of how bullying occurs and is dealt with in the context of higher education.

For example, a student who is the target of online bullying may experience harassment through negative comments on social media or through threatening or degrading personal messages. Cases like these often involve perpetrators using fake identities or anonymous accounts, making it difficult to track and detain them based on campus regulations or applicable laws. Additional challenges arise when evidence of bullying is widespread online, such as in the form of memes, videos edited to embarrass, or images altered to insult. This kind of material can quickly go viral, reaching a much wider audience compared to face-to-face bullying incidents. This situation makes it difficult for victims to remove the content from the internet and recover from the trauma caused.

The handling of online bullying cases that occurred on the Faletehan University campus is also hampered by the limitations of existing tools and strategies to effectively overcome cyberbullying. Often, campus policies are not adaptive enough to the speed and complexity of problems that arise from the online environment. In addition, the lack of clear regulations on the responsibility of digital platforms in following up on online bullying reports further complicates justice enforcement efforts.

The cases at Faletehan University reflect the challenges in dealing with bullying in the digital era. On the one hand, anonymity gives the perpetrator a sense of security from identification and punishment, while on the other hand, the speed at which information is disseminated on the internet allows bullying to affect the victim in a much faster and often more extensive way than is possible in direct interactions. This is a major obstacle to justice enforcement due to the difficulty of following up on reports quickly and thoroughly, as well as the inability to control the spread of harmful content after it has been uploaded online.

Campuses must face an urgent need to develop more comprehensive and proactive policies in addressing bullying, including more effective reporting mechanisms, collaboration with online platforms to remove harmful content, and better victim support programs.

Important Aspects Related to Positive Legal Review of Bullying Crimes in the Universitas Faletehan campus environment

1) Effectiveness of Internal Regulations: This study shows that although Faletehan University has a written policy regarding handling bullying, the implementation and implementation of this policy still faces significant challenges. Findings from some students and staff revealed that procedures for reporting and handling bullying cases are not always implemented consistently, which has the potential to reduce the effectiveness of protection for victims and create uncertainty in the institution's response to such cases.

2) Campus Community Perception: The results of the study highlight the difference in perception among students, lecturers, and administrative staff regarding the severity

of bullying on campus. Students tend to be more active in reporting bullying cases compared to lecturers or administrative staff. This can indicate a gap in understanding or response to this problem among the campus community, which needs to be addressed through a comprehensive approach in policy and awareness education on campus.

3) Psychological Impact on Victims: This study documents that victims of bullying at Faletehan University tend to face severe emotional effects, such as stress, anxiety, and depression. These findings emphasize the need for a more sensitive and responsive approach to the psychological needs of victims, as well as increased knowledge and support for mental health in the campus environment.

4) Challenges in Law Enforcement: The findings from the study highlight the specific challenges faced by campus security or relevant authorities in enforcing the law against bullying cases, especially those that occur through social media platforms or online. The anonymity and technical complexity of online cases often make it difficult to identify perpetrators and gather adequate evidence for law enforcement processes, which requires more innovative and collaborative approaches to addressing these issues in the future.

Analysis of Law Enforcement Against Bullying Crimes at Universitas Faletehan Campus

1) Gaps in Handling Bullying Cases: An analysis of the implementation of justice in handling bullying cases reveals significant gaps. Although the principles of justice are a foothold in the legal system, in practice there are disparities in the handling of bullying cases. This gap mainly appears in the handling of bullying cases in the campus environment and cases that occur online. Bullying cases on campus often receive more intensive attention and faster responses, while online bullying cases tend to be underestimated or not prioritized. This raises concerns about treatment gaps that have the potential to affect justice in the law enforcement system.

2) Challenges in Identifying and Handling Bullying Cases: The findings highlight a number of challenges faced in the identification and handling of bullying cases, which directly affect the implementation of justice. Including the obstacle that there is still a lack of knowledge and insight about bullying by related parties, including students, lecturers, and administrative staff. These obstacles can certainly hinder the process of identifying bullying cases and reduce the effectiveness of case handling. In addition, the social stigma attached to bullying victims is also an obstacle in reporting cases and getting the necessary help. Therefore, wider education and socialization efforts about bullying are needed to increase awareness of the campus community and strengthen the response to bullying cases.

3) The Need to Strengthen the Legal Protection System: The analysis emphasizes the need to strengthen the legal protection system for victims of bullying to ensure a more equitable implementation of justice. This strengthening includes various aspects, ranging from improving regulations and policies, increasing accessibility to legal aid for victims, to the establishment of a more effective mechanism in handling bullying cases. In addition, a holistic approach is needed in providing psychological support and rehabilitation for victims of bullying, with the aim of restoring their dignity and psychological well-being. Thus, strengthening the legal protection system is the key to realizing more inclusive and equitable justice for all individuals affected by bullying crimes in the campus environment of Faletehan University.

Evaluation of the Implementation of Bullying Handling and Prevention Policies Existed at Universitas Faletehan

1) Consistency of Policy Implementation: Its implementation and implementation vary among faculty units at Faletehan University. Some faculty units have successfully implemented policies consistently, showing a strong commitment to bullying prevention efforts. However, other units face challenges in translating policies into concrete actions on the ground, perhaps due to differences in policy interpretation or operational constraints specific to each unit. This variability indicates the need for better coordination and a more uniform approach to the implementation of anti-bullying policies across universities.

2) Responsiveness to Reports: Research has found that response times to reports of bullying can vary. Although the policy requires a quick response, some cases report that response times sometimes do not meet expectations, which may affect the effectiveness of handling such cases.

3) Campus Community Participation: There are differences in the level of participation and awareness regarding anti-bullying policies among students, faculty, and administrative staff. For example, students may be more active in reporting cases of bullying than lecturers or administrative staff, indicating the need for a more holistic approach to increase awareness and participation of all parties.

4) Evaluation of the Effectiveness of the Intervention: The study found that certain interventions, such as anti-bullying training for lecturers and administrative staff, had a positive impact on improving their skills in recognizing and handling bullying cases. However, the evaluation of the effectiveness of these interventions also highlights the need for a more structured and sustainable approach.

Policy Recommendations

1) Strengthening Community Awareness at Faletehan University: The first policy recommendation is to strengthen community awareness at Faletehan University about the impact and consequences of bullying. These measures include intensive public education campaigns, the integration of learning programs about bullying in school settings, and counseling to parents and communities to support victims and fight bullying. This awareness strengthening effort is expected to reduce stigmatization of victims, increase understanding of the importance of reporting bullying cases, and strengthen responses to bullying incidents in the campus community.

2) Improving the Legal Framework at Faletehan University: The second recommendation is to improve the existing legal framework at Faletehan University to more effectively protect victims of bullying and enforce accountability for perpetrators. These measures include revising and increasing legal sanctions for bullying perpetrators, adapting regulations to handle increasingly complex cases of online bullying, and providing easier access for victims to obtain legal aid and protection from the authorities. The improvement of this legal framework is expected to create a more solid foundation to uphold justice and reduce the incidence of bullying in the campus environment.

3) Collaborative Efforts in Enforcement of Justice at Faletehan University: The third recommendation is a collaborative effort between various parties at Faletehan University in the enforcement of justice against the crime of bullying. It involves cooperation between educational institutions, law enforcement, governments, civil society organizations, and the private sector to strengthen responses to bullying cases, provide holistic support for victims, and provide education and rehabilitation to perpetrators. This cross-sectoral collaboration is expected to create synergy in

handling bullying cases and ensure that every individual in the campus environment gets fair and equitable treatment before the law.

By implementing this policy recommendation at Faletehan University, it is hoped that there will be positive changes in the handling of bullying cases, which will ultimately have a significant impact in strengthening legal protection for victims, upholding justice, and preventing the occurrence of bullying crimes in the campus environment.

CONCLUSION

The study revealed that while Universitas Faletehan has anti-bullying policies in place, their implementation varies across faculties, leading to inconsistent effectiveness in addressing bullying. The research highlighted differences in how students, lecturers, and administrative staff perceive and respond to bullying, resulting in gaps in reporting and intervention efforts. Additionally, the study emphasized the psychological and social impacts on bullying victims, including stress, anxiety, and depression, underscoring the need for stronger support systems. The challenges of enforcing anti-bullying measures, particularly in cases involving social media, were also noted, pointing to the need for more adaptive strategies. Future research could focus on developing and testing unified, comprehensive anti-bullying approaches that address these implementation disparities, enhance awareness among all campus members, and specifically tackle the complexities of cyberbullying.

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