

## Socialization of Regulations on Bullying Violence in Teacher Professional Education Students at FKIP Khairun University

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### ABSTRACT

This study aims to disseminate information about regulations on violence and bullying among PPG students (prospective teachers) at FKIP Unkhair. This action research uses a survey method with a participatory approach, where students are not only the target of socialization but also active partners in understanding and disseminating information about regulations to prevent violence and bullying on campus. Data collection techniques were carried out through documentation of activities to create educational media in the form of a Banner for Reporting Cases of Violence and a short video about violence. The research results showed that 8 students (66.67%) reported having experienced bullying-related violence, while 4 students (33.3%) reported never having experienced bullying-related violence. Socialization about regulations regarding types of violence in higher education institutions must be conducted to prevent students from engaging in violent behavior.

## INTRODUCTION

Bullying is a serious issue that can affect the quality of life and mental health of students (Ministry of Education, Culture, Research, and Technology Regulation No. 30 of 2021). Such behavior can occur in various settings, including campuses (Ministry of Education, Culture, Research, and Technology Regulation No. 55 of 2024). Based on survey data and reports from various sources, violence and bullying among students are on the rise and tend to cause serious psychological impacts, such as stress, depression, and anxiety disorders (Ministry of Education, Culture, Research, and Technology Regulation No. 55 of 2024). Although many campuses, including the University of Khairun, have policies or regulations regarding violence and bullying, not all students fully understand and recognize the importance of these regulations and their impacts (Paragas, E. T., & Paragas, R. Y. 2016), as well as how to report and address such cases (Ministry of Education, Culture, Research, and Technology Regulation No. 30 of 2021). Therefore, an awareness program is needed to provide students with a better understanding of campus violence and bullying regulations, so they can be more aware and concerned about creating a safe, comfortable, and violence-free environment.

Violence and bullying in the campus environment are issues that not only affect victims physically and psychologically (Astuti & Rahmawati, 2022), but also have a negative impact on the overall academic atmosphere (Nurdin & Mulyana, 2021). As a higher education institution (Hinduja, S., & Patchin, J. W. 2015), universities have a responsibility to create a safe, inclusive (Qodar, N. 2015), and violence- and bullying-free environment (Wulandari & Putri, 2020). Therefore, socialization regarding regulations and the prevention of violence and bullying is an important step in raising students' awareness of this issue (PERMENDIKBUDRISTEK Nomor 55 Tahun 2024)). By understanding existing regulations, students are expected to actively participate in creating a healthy and respectful campus culture.

Khairun University is one of the higher education institutions that offers a Teacher Education program, whose students are graduates who are required to know and understand government regulations related to various types of violence on campus, one of which is bullying, which is particularly important and suitable for dissemination to PPG students, who are prospective teachers both in their professional roles and as pre-service teachers, so that PPG students can apply the results of this dissemination to their students during the learning process. This socialization activity on bullying violence regulations is based on Ministry of Education, Culture, Research, and Technology Regulation No. 55 of 2024 on the Prevention and Handling of Violence in Higher Education Institutions. As an implementation of PERMENDIKBUDRISTEK No. 55 of 2024, all higher education institutions are required to form a Task Force to carry out its duties in accordance with Standard Operating Procedures, one of which is a prevention program through socialization activities for students who have the potential to become victims or even perpetrators of bullying violence, whether committed or experienced within the campus environment or outside the campus in the context of implementing the Tri Dharma of Higher Education.

## **THEORETICAL REVIEW**

### ***Concept of Bullying and Violence in Educational Settings***

Bullying is a form of aggressive behavior that involves intentional harm, power imbalance, and repetition over time (Olweus, 2013). In the educational context, bullying can manifest in physical, verbal, social, and cyber forms (Smith & Steffgen, 2013). According to Coloroso (2015), bullying not only impacts victims physically but also causes long-term psychological trauma, including anxiety, depression, and low self-esteem. In teacher education environments, bullying may hinder students' learning processes, professional development, and future teaching practices (Espelage & Swearer, 2011).

### ***Legal and Regulatory Framework on Bullying in Indonesia***

The Indonesian government has issued several regulations to prevent and address bullying in educational institutions. Law No. 35 of 2014 concerning Child Protection and Regulation of the Minister of Education and Culture No. 82 of 2015 on the Prevention and Mitigation of Violence in Educational Institutions emphasize schools' responsibility to provide a safe learning environment. These regulations mandate preventive actions, reporting mechanisms, and sanctions for perpetrators. Understanding and socializing these regulations to teacher education students is crucial, as they are future educators responsible for implementing anti-bullying policies in schools (Kemdikbud, 2015).

### ***Teacher Professional Education and Ethical Responsibility***

Teacher Professional Education (Pendidikan Profesi Guru - PPG) plays a vital role in shaping competent and ethical educators. According to Darling-Hammond (2017), professional teacher education should not only focus on pedagogical skills but also on character building and legal literacy, including knowledge of students' rights and protection against violence. Integrating the socialization of anti-bullying regulations within PPG ensures that prospective teachers are aware of their legal obligations and prepared to create a supportive learning environment.

### ***Socialization as a Preventive Strategy***

Socialization is a process of disseminating knowledge, values, and norms to individuals or groups to influence their attitudes and behaviors (Berger & Luckmann, 1966). In the context of bullying prevention, socialization of regulations serves as an educational intervention to enhance awareness, foster responsibility, and encourage proactive measures among students (Rigby, 2017). Effective socialization includes workshops, seminars, and training sessions that engage participants actively, ensuring they understand and are committed to anti-bullying practices.

### ***The Role of Higher Education Institutions in Bullying Prevention***

Higher education institutions, especially faculties of teacher training, have a strategic role in cultivating anti-bullying culture. According to UNESCO (2020),

universities should integrate violence prevention policies into curricula and campus culture. This approach prepares future educators not only to identify and prevent bullying but also to advocate for inclusive, safe, and respectful learning environments.

## **METHODOLOGY**

### ***Community Service Research Method***

Action Research uses a survey method with a participatory approach, in which students are not only the target of socialization but also active partners in understanding and disseminating information about regulations on the prevention of violence and bullying on campus.

### ***Procedures for Community Service Research***

- a. Preparation: developing survey instruments and initial learning materials
- b. Conducting community service research activities: implementing socialization
- c. Compiling a report on socialization activities

Before conducting the data collection activities for the community service research, the research team prepared according to the type of research. The research is an action research study using a survey method with a participatory approach (Participatory Action), where students are not only the targets of socialization but also active partners in understanding and disseminating information about regulations on preventing violence and bullying on campus. Data collection techniques were conducted through activity documentation, creating educational materials in the form of a Banner for Reporting Cases of Violence and a short video about violence. During this preparation phase, the team coordinated with the Coordinator of the Teacher Education Program while conducting a survey to identify issues and needs, conducting initial learning and program planning through the development of socialization materials based on the latest regulations (Ministry of Education, Culture, Research, and Technology Regulation No. 55 of 2024), and simultaneously confirming the schedule for the community service activities with the 2024 cohort of PPG students.

## **RESULTS**

### ***Survey Results and Initial Learning***

The initial learning activity was attended by 12 students. These students will be prepared to participate in a socialization activity about the types of violence and bullying and the mechanisms for reporting cases of violence. This initial learning activity was conducted on May 9, 2025, in the lecture hall of the PPG FKIP UNKHAIR program. Survey results indicate that 8 students (66.67%) have experienced bullying-related violence issues. Meanwhile, 4 students (33.3%) stated they have never experienced bullying-related violence.



**Figure 1. Documentation of the survey and initial learning**

***Results of the Socialization Implementation***

The socialization activity was held on April 8, 2025, at the FKIP UNKHAIR campus. The socialization activity was conducted offline through a seminar featuring a single speaker from the Task Force for the Prevention and Handling of Violence in Higher Education (PPKPT) UNKHAIR. Subsequently, data collection was conducted through surveys and documentation of activities.



**Figure 2. Socialization of Bullying Violence Regulations**

The socialization activity was attended by 13 students from the Teacher Professional Program (Prospective Teachers) of the Faculty of Teacher Training and Education, Khairun University.

## **DISCUSSION**

Bullying involves an imbalance of power and is carried out repeatedly. Victims are usually unable to defend themselves, resulting in long-term psychosocial impacts. The Indonesian Ministry of Women's Empowerment and Child Protection (KPPPA) (2022) states that victims of violence, including bullying, are vulnerable to prolonged psychological trauma, especially children and adolescents who are still in their developmental stages. Therefore, the Indonesian government also emphasizes the importance of immediate intervention for victims of bullying because its effects can disrupt the overall growth and development of children and adolescents. Victims of bullying are individuals who are the target of deliberate and repeated aggressive actions by others (perpetrators) who have greater power or strength. Victims can experience serious psychological, social, physical, and academic impacts, including fear, anxiety, stress, and depression, decreased self-esteem and motivation to learn, sleep and eating disorders, social

isolation, or withdrawal from their environment. UNICEF (2021) notes that victims of bullying in Indonesia often experience fear of going to school and a decline in mental well-being. Victims of bullying violence experience prolonged stress that not only affects their psychological condition but also their academic performance and social interactions. Swift, empathetic, and systematic intervention is crucial to prevent further impacts.

Wentzel & Caldwell (2022) state that victims who do not receive social support are at greater risk of experiencing depression, anxiety, and PTSD, while peer support accelerates recovery. Victims of bullying are at risk of serious psychological disorders, especially if they do not receive support from their social environment.

Referring to Ministry of Education, Culture, Research, and Technology Regulation No. 55 of 2024 on the Prevention and Handling of Six Types of Violence in Higher Education Institutions, socialization of regulations is a key component in prevention, alongside counseling and enforcement. Tempo.co (February 2024) reported that 11-year-old bullying victims are up to three times more likely to experience mental health issues by the end of adolescence, including depression, anxiety, sleep disorders, low motivation, psychosomatic symptoms, low self-esteem, and even suicide risk. Victims of bullying face an increased risk of developing serious psychological disorders—such as depression, anxiety, sleep disorders, and even suicidal thoughts—with the intensity of these disorders increasing alongside the severity of the violence experienced (Na Zhao et al., 2023). This risk is exacerbated if victims do not receive adequate social support. Support from peers, parents, or teachers has been shown to protect against distress and reduce the likelihood of bullying recurrence (Zhang et al., 2016).

According to Soerjono Soekanto (2019), legal socialization is a mechanism for legal norms to be understood and applied in society. Legal socialization is an important process to ensure that legal norms are recognized and internalized in societal behavior, including among students. Legal socialization ensures that regulations do not merely remain as texts but also become practical guidelines in social behavior (Sulistyowati, 2020). Without socialization, regulations remain as texts devoid of social meaning. According to Hidayat & Anshori (2021), students play a role not only as recipients of education but also as agents of social change capable of fostering a culture of peace and non-violence. Character education in higher education institutions is an effective means of transforming values and norms to prevent violence and cultivate collective awareness (Arifin, 2020). Students are not merely learners but also social change agents with significant potential to shape an anti-violence culture and lead in creating a safe campus environment. Socializing values and norms through character education in higher education is crucial for fostering collective awareness of the importance of respecting human dignity and preventing violence and bullying (Ministry of Education, Culture, Research, and Technology Regulation No. 55 of 2024).

The existence of internal campus regulations regarding sexual violence and bullying must be accompanied by intensive socialization so that students understand their rights and the reporting mechanisms and sanctions (Nurrohman, 2020). According to Arseneault (2017), violence and bullying have been proven to

have long-term effects on mental health, including depression, anxiety, PTSD, and even suicidal thoughts. Violence and bullying have long-term effects on the mental health of victims, so a preventive approach in the form of education and socialization of regulations from an early stage in higher education is needed (Zhao et al., 2023). Preventive efforts through education (Sulistiyowati, 2020) and socialization of values and regulations in higher education institutions are crucial for building collective awareness and a culture of non-violence (Ministry of Education, Culture, Research, and Technology Regulation No. 55 of 2024).

## CONCLUSIONS AND RECOMMENDATIONS

1. The survey results showed that 8 students (66.67%) had experienced bullying. Meanwhile, 4 students (33.3%) stated that they had never experienced bullying.
2. PPG students who are prospective teachers at FKIP UNKHAIR enthusiastically participated in the socialization activities and were willing to become active partners in understanding and disseminating information about regulations on the prevention of violence and bullying on campus.

## FURTHER STUDY

This PKM research still has limitations, therefore it is recommended that future researchers examine other variables such as change agent workshops and the creation of digital content for violence action campaigns.

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