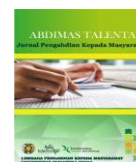




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Workshop Internasional Youth PFA in the Campus Environment (Cyber Bullying, Academic Crisis, and Student Safety)

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ABSTRACT

The community service activity in the form of the International Workshop on Youth PFA in the Campus Environment (Cyberbullying, Academic Crisis, and Student Safety) was designed to strengthen students' capacity in addressing psychological crises commonly encountered in higher education settings. This program involved 150 students from four universities in Pontianak and featured international speakers from Indonesia, Malaysia, Brunei Darussalam, and Jordan. All presented materials focused on managing academic crises, cyberbullying, student physical safety, and identity crises in the digital era through the framework of Psychological First Aid (PFA). The workshop was conducted in a hybrid format and encompassed interactive lectures, discussions, simulations, role-play activities, and hands-on PFA practice. Students gained a comprehensive understanding of emotional stabilization techniques, empathetic communication, early identification of distress indicators, and appropriate psychological referral procedures. The participants' responses were highly positive, reflected through their strong enthusiasm, active engagement during discussions, and commitment to becoming PFA agents within their respective campus environments. This workshop not only enhanced students' mental health literacy but also fostered collective awareness of the importance of cultivating a safe and supportive campus climate. Consequently, the activity has made a significant contribution to strengthening peer-support systems, improving student resilience, and promoting a campus culture that is attentive and responsive to psychological and safety-related issues faced by students.

Keyword: International Workshop, PFA, Campus Environment, Cyberbullying, Academic Crisis, Student Safety

1. Introduction

Students, as an integral part of the youth population, are often identified as agents of change and as pillars of the nation's future generations. They are in a crucial developmental phase not only to absorb knowledge but also to shape the character and skills that will determine the country's future trajectory. However, these tremendous potential faces significant challenges from mental health issues whose prevalence continues to rise within academic environments. Therefore, prioritizing student mental health is not merely an institutional obligation but a strategic investment to ensure the quality of Indonesia's future human resources.

The transition period from late adolescence to emerging adulthood which coincides with the college years is a psychologically vulnerable stage [1]. Students are confronted with a series of simultaneous and unique stressors: demanding academic expectations, new social pressures, financial independence, and the need to

adapt to a competitive social environment [2]. National data further reinforces this urgency. The Basic Health Research (Riskesmas) report indicates a significant prevalence of emotional mental disorders among individuals aged 15 and above, which includes the demographic group of university students [3]. If not managed properly, such pressures may manifest as anxiety disorders, depression, and chronic stress [4].

The impact of neglected mental health is multifaceted, disrupting the core pillars of student functioning. Academically, research consistently demonstrates a negative correlation between psychological distress and academic performance, such as declining Grade Point Averages (GPA), difficulty concentrating, and increased dropout rates [5]. Moreover, poor mental health hinders the development of crucial soft skills such as problem-solving, critical thinking, and resilience, all of which are essential for their roles as future leaders and professionals [6]. Students struggling with mental health issues may become socially withdrawn and reduce participation in extracurricular activities that are vital for leadership development and networking opportunities.

On a macro scale, failure to support student mental health today will result in substantial losses for the nation in the future. The World Health Organization (WHO) emphasizes that youth is a critical developmental stage for establishing lifelong mental health foundations, and that investment in youth mental health yields a “triple dividend”: benefits for young people now, for them in adulthood, and for the next generation [7]. The envisioned future generation innovators, entrepreneurs, and resilient leaders cannot materialize if they are psychologically fragile. The nation requires individuals who are not only intellectually capable but also mentally healthy, adaptable, and resilient in facing global disruptions.

The campus environment presents a unique set of stressors that often trigger acute psychological crises among students. While many institutions have provided access to professional counseling services, there remains a critical gap between the moment a crisis occurs and the availability of formal assistance [8][9]. Delays in intervention may exacerbate students’ conditions. This is where Psychological First Aid (PFA) becomes essential as a rapid and supportive frontline humanitarian response delivered by peers or nearby staff.

One of the most dominant triggers of crises is academic crisis. Pressure to achieve high GPAs, intense competition, and challenges in completing final projects or theses create a substantial psychological burden [10]. The immediate impact of unmanaged academic stress varies from academic burnout, anxiety disorders, to depressive episodes. In crisis situations, students may experience panic attacks before presentations, complete loss of motivation, or functional impairment that inhibits their ability to learn, thus requiring immediate emotional stabilization.

As students’ interactions intensify in digital spaces, cyberbullying has emerged as a significant threat. Unlike traditional bullying, cyberbullying is invasive (24/7) and can occur anonymously, causing victims to feel unsafe even in private spaces [11]. Its psychological impacts are rapid and severe, including social isolation, drastic declines in self-esteem, severe anxiety, and in extreme cases, suicidal ideation [12][13]. Victims of cyberbullying often feel isolated and ashamed, making PFA from peers and close contacts crucial to validate their feelings and connect them to further support [14].

Student safety issues, particularly those related to sexual violence, constitute a severe psychological crisis trigger on university campuses. National data highlights the urgency of addressing sexual violence in higher education, which prompted the issuance of Regulation of the Ministry of Education, Culture, Research, and Technology No. 30 of 2021 [15]. Students who are survivors of sexual violence experience acute trauma, shock, confusion, fear, and often self-blame. The first response they receive is highly influential in determining their recovery process [16][17]. Non-judgmental PFA is essential to provide a sense of safety, active listening, and protection from secondary victimization that may arise from inappropriate or harmful responses.

Student mental health is the primary foundation supporting their role as pillars of the nation’s future. Neglecting this aspect is equivalent to weakening the structural foundation of Indonesia’s future. Academic demands [18] and other psychosocial challenges [19] within campus environments require proactive and accessible support systems. Therefore, interventions such as Psychological First Aid (PFA), affordable counseling services, and the creation of a supportive campus culture are vital to ensure that students not only survive but thrive preparing them to take over the baton of national leadership with optimal psychological

well-being [20][21]. Accordingly, the activity titled “International Workshop on Youth PFA in the Campus Environment (Cyberbullying, Academic Crisis, and Student Safety)” is highly needed by students.

2. Method

The workshop implementation method was designed comprehensively to enhance students’ understanding and skills in applying Psychological First Aid (PFA) across various crisis situations within the campus environment, including cyberbullying, academic crises, and physical safety concerns [22][23]. Several core methods used in the workshop include interactive lectures, discussions, case simulations, role-play, and question-and-answer sessions.

a. Interactive Lecture

In this stage, each speaker delivered the material systematically using a communicative and evidence-based approach. For example, Dr. Halida (Indonesia) explained the concepts of PFA and emotional resilience in responding to academic crises, while Hishamudin Salleh (Malaysia) presented first-aid measures for physical emergencies. The material was delivered in a structured manner to ensure that students understood the foundational principles of PFA, the dynamics of student stress, and the psychosocial risks that commonly arise in university settings.

b. Discussion and Case Studies

The discussion session provided a space for participants to share experiences related to academic pressure, cyberbullying, or other relevant incidents. In this session, participants exchanged coping strategies, discussed common challenges faced by students, and explored the role of social support, counselors, and peer helpers as highlighted by the speaker from Brunei Darussalam. These discussions reinforced the understanding that PFA is not merely theoretical but a practical intervention that students can use to support their peers.

c. Simulations, Role-Play, and PFA Practice

The most essential part of the workshop was the PFA practice session facilitated by Muhammad Saffuan Abdullah (Malaysia). Participants engaged in crisis simulations such as cases involving students who were victims of cyberbullying, those experiencing severe academic stress, or physical emergencies. Through role-play, participants practiced empathetic communication, initial assessment, emotional stabilization, and step-by-step support delivery following PFA standards. This experiential learning method strengthened students’ intervention skills and increased their confidence in responding to real crisis situations.

d. Question-and-Answer Session and Reflection

The Q&A session allowed students to raise specific questions related to emotional crises, physical safety, or identity issues in the digital era, as presented by the speaker from Jordan. Through brief reflection activities, students were invited to evaluate their roles as future educators, counselors, or campus support personnel and to understand how the application of PFA can enhance safety and mental well-being within higher education institutions.

3. Result and Discussion

The International Workshop “Youth PFA in the Campus Environment (Cyberbullying, Academic Crisis, and Student Safety)” held at the Faculty of Teacher Training and Education (FKIP), Universitas Tanjungpura, on 25 October 2025, proceeded smoothly and received highly positive responses from participants. The event was attended by 150 students from the Guidance and Counseling (BK) and Early Childhood Education (PG-PAUD) programs representing Universitas Tanjungpura Pontianak, Universitas Muhammadiyah Pontianak, Universitas PGRI Pontianak, and IAIN Pontianak. The large number of attendees indicates that issues related to student mental health, cyberbullying, academic crises, and student safety constitute urgent needs in higher education settings.



Figure 1. The event was officially opened by a representative of the faculty

Followed by the first core session delivered by Dr. Halida, M.Pd. (Indonesia), which focused on student emotional resilience through the Psychological First Aid (PFA) approach. This topic was highly relevant to the profile of participants primarily BK and PG-PAUD students who require a deep understanding of academic stress dynamics, student psychological pressure, and the role of PFA in providing initial psychological support.

The participant demographics, dominated by early-adulthood students, further emphasized the urgency of the workshop theme. At this developmental stage, students often encounter transitional challenges ranging from academic demands and interpersonal conflict to cyberbullying risks. PFA therefore emerges as an essential skill for strengthening resilience, emotional regulation, and peer-support capacity.

The second presentation, delivered by Hishamudin bin Salleh (Malaysia), addressed early emergency response in physical crisis situations on campus. His explanations were highly applicative, illustrated through case examples involving campus accidents and basic emergency procedures such as CPR and wound stabilization. Participants were notably enthusiastic, recognizing the relevance of physical safety skills to their daily campus activities.

The third session, presented by Hajah Norajleen Uminatul Hafizan (Brunei Darussalam), explored the role of counselors and peer supporters in addressing students' emotional crises. Her discussion of social support models, peer counseling mechanisms, and early detection strategies captured significant interest, particularly among Guidance and Counseling students, as it aligned with their professional competencies.

Subsequently, the fourth session by Muhammad Adib (Jordan) examined the integration of Islamic spirituality in addressing student identity crises in the digital era. Participants showed deep engagement, particularly when spiritual values were presented as sources of psychological strength in coping with anxiety, academic pressure, and identity disturbances influenced by social media.



Figure 1. The highlight of the workshop was the PFA practice session led by Muhammad Saffuan Abdullah (Malaysia).

This interactive segment required participants to engage in crisis simulations involving cyberbullying victims, students experiencing academic breakdown, and physical emergencies on campus. Through role-play, participants practiced initial psychological assessment, emotional stabilization, empathetic communication, and referral decision-making in accordance with PFA standards. Participant feedback indicated that this session provided highly practical and grounded experiential learning.

Throughout the event, participants actively asked questions, shared academic experiences, and reflected on their own psychological conditions. The discussions revealed shared challenges related to academic stress, friendship conflicts, and social pressure from digital media.

Preliminary workshop evaluations showed that most participants were unfamiliar with PFA procedures prior to the event. However, after completing the full series of lectures and practical sessions, their understanding of PFA concepts, empathetic communication techniques, and awareness of physical safety and mental health increased significantly. This serves as a key indicator of the workshop's success in transferring new skills and knowledge.

At the conclusion of the workshop, participants expressed strong enthusiasm and commitment to applying PFA in campus life both as support for peers and as preparation for their future professional roles. The workshop was considered highly beneficial and relevant to the needs of students navigating the increasingly complex digital era.

The high student participation in the International Workshop on Youth PFA in the Campus Environment indicates that issues of mental health, cyberbullying, academic pressure, and student safety are urgent priorities in higher education. The enthusiasm of the 150 participants from four universities in Pontianak demonstrates the growing awareness of psychological challenges faced by students in the digital era. The rising prevalence of academic stress, identity disturbances caused by social media, and exposure to digital aggression requires students to develop practical skills to maintain personal mental well-being and support peers through Psychological First Aid (PFA). The relevance of the materials presented by speakers from Indonesia, Malaysia, Brunei Darussalam, and Jordan contributed significantly to participants' deep engagement throughout the sessions.

The workshop methodology integrating interactive lectures, discussions, case simulations, and hands-on practice proved effective in deepening participants' understanding. The dialogic approach positioned the speakers as learning partners who guided students to reflect on personal experiences, academic pressures, and psychosocial challenges such as cyberbullying and identity crises. The use of andragogical principles enabled

participants to connect PFA content with their real campus experiences, making learning more meaningful and contextually grounded. Through this participatory approach, students exchanged coping strategies, reflected on their emotional responses, and recognized that crisis management in campus settings requires collaboration, empathy, and social support.

Collaboration with international speakers from Malaysia, Jordan, and Brunei Darussalam broadened participants' perspectives through cross-cultural insights into student mental health challenges. Although the sociocultural contexts differ, the shared findings that emotional crises, cyberbullying, and academic pressure are global phenomena helped participants understand that student well-being concerns extend beyond Indonesia. Nevertheless, the solutions presented remained adaptive to local values such as social norms, academic culture, and sensitivity to spiritual and moral dimensions in Indonesian campuses. This integration of global perspectives with local contexts became a key strength of the international workshop.



Figure 2. Students' improved understanding of PFA as a form of initial support represents an important achievement of the program.

The shift from viewing psychological issues as purely individual problems to recognizing the importance of social support signifies progress in building a more responsive and inclusive campus environment. When students are able to provide initial emotional stabilization, engage in active listening, and connect peers to professional services, a psychologically safe and supportive campus culture begins to emerge. Such harmonious social relationships serve as the first line of defence in preventing the escalation of emotional crises, cyberbullying, and academic distress.

Overall, the workshop successfully fostered collective awareness among students regarding the importance of mental health literacy and PFA skills in addressing crisis situations within campus communities. Its long-term implications are expected to encourage the development of a caring campus culture, reduce risks of conflict and digital violence, promote healthier digital engagement, and strengthen student resilience in facing academic and social pressures. With consistent application of PFA and strong campus ecosystem support, this initiative has the potential to serve as a foundational step toward building safer, healthier, and psychologically empowered university communities.

4. Conclusion

The community service activity in the form of the International Workshop “Youth PFA in the Campus Environment (Cyberbullying, Academic Crisis, and Student Safety)” was successfully implemented and effectively achieved all predetermined objectives. This workshop made a significant contribution to enhancing students' mental health literacy and strengthening their understanding of the application of Psychological First Aid (PFA) as an initial response to various types of crises frequently encountered in university settings. Through a series of theoretical presentations, interactive discussions, simulations, and hands-on practice,

participants acquired more comprehensive skills in conducting initial psychological assessments, providing empathetic support, stabilizing individuals experiencing distress, and referring them to professional services when necessary [24][25]. Collaboration with international speakers from Indonesia, Malaysia, Brunei Darussalam, and Jordan offered global perspectives and enriched students' understanding of academic crises, cyberbullying, physical safety, and identity crises in the digital era. The high level of student participation reflects the urgent need for mental health awareness in higher education and indicates that students require concrete skills to navigate increasingly complex psychological challenges. Overall, this activity has strengthened the peer support ecosystem, enhanced students' preparedness in responding to crises, and fostered collective awareness of the importance of creating a campus environment that is safe, supportive, and responsive to students' psychological needs.

5. Acknowledgement

The authors would like to express their sincere appreciation to all individuals and institutions who contributed to the successful implementation of the International Workshop "Youth PFA in the Campus Environment (Cyberbullying, Academic Crisis, and Student Safety)." Special gratitude is extended to the international speakers from Indonesia, Malaysia, Brunei Darussalam, and Jordan for their valuable insights, expertise, and cross-cultural perspectives that enriched participants' understanding of Psychological First Aid (PFA) and student mental health issues.

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Deepest appreciation is conveyed to the 150 student participants whose enthusiasm, reflective contributions, and commitment to strengthening peer support systems significantly enhanced the quality and impact of the workshop. Their active involvement demonstrates the growing awareness of mental health needs in higher education and the importance of equipping students with practical crisis-response skills. Finally, the authors extend heartfelt thanks to all committee members, volunteers, and supporting partners whose dedication ensured the smooth, meaningful, and impactful execution of this program.

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