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# Academia Open



*By Universitas Muhammadiyah Sidoarjo*

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**Policy Formulation for Online Gambling Prevention in Campus Environments: A Case Study at Politeknik STIA LAN Bandung: Perumusan Kebijakan Pencegahan Perjudian Daring di Lingkungan Kampus: Studi Kasus di Politeknik STIA LAN Bandung**

**Muhammad Attala Noval, 24120036@poltek.stialanbandung.ac.id (\*)**

*Politeknik STIA LAN Bandung, Indonesia*

**Hafid Aditya Pradesa, hafid.pradesa@poltek.stialanbandung.ac.id**

*Politeknik STIA LAN Bandung, Indonesia*

**Sait Abdullah, sait.abdullah@stialanbandung.ac.id**

*Politeknik STIA LAN Bandung, Indonesia*

**Nita Nurliawati, nitanurliawati@poltek.stialanbandung.ac.id**

*Politeknik STIA LAN Bandung, Indonesia*

(\*) Corresponding author

**Abstract**

**General Background** Digital betting has become a serious threat to student welfare, academic integrity, and institutional reputation in higher education. **Specific Background** In the studied vocational higher education environment, online gambling escalated from a private student problem into an institutional concern, as shown by illegal loan debt collection appearing in official communication channels and a USG Matrix score of 202, the highest among assessed social issues. **Knowledge Gap** Existing studies mainly discuss mental health, risk factors, and socioeconomic consequences, while internal policy formulation from a strategic management perspective in vocational higher education remains underexplored. **Aims** This study aims to formulate a strategic prevention framework using Kingdon's Policy Window, Bryson's Strategic Planning, and Rothman's Community Intervention. **Results** Findings show that the convergence of problem severity, available institutional resources, and leadership commitment has opened a policy window for intervention. The study identifies punitive sanctions as counterproductive because they create fear and discourage early reporting. **Novelty** The proposed House of Integrity framework integrates Smart Monitoring, tiered educational sanctions, mandatory counseling, limited amnesty, and Peer Educator involvement through student organizations. **Implications** The framework offers a humane, measurable, and collaborative student protection system that supports early detection, rehabilitation, financial literacy, and institutional integrity.

**Highlights**

- The USG Matrix ranked digital betting as the highest priority social issue with a score of 202.
- Punitive sanctions created fear, silence, and barriers to early reporting.
- Peer Educators, counseling, and technical surveillance formed an integrated prevention framework.

**Keywords**

Smart Monitoring; Student Protection; Digital Betting; Policy Formulation; Higher Education

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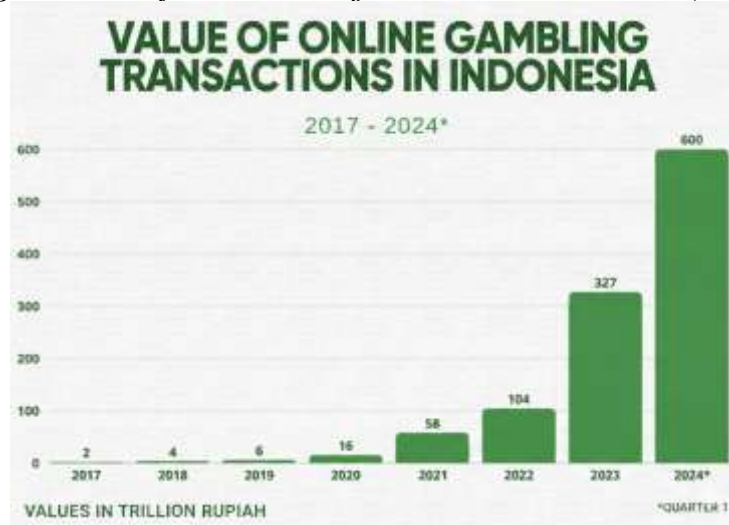
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## INTRODUCTION

The rapid advancement of information technology and widespread internet accessibility have significantly altered societal behavior. Regrettably, these developments have also created new avenues for technological misuse, most notably online gambling. Beyond the convenience of connectivity, cyberspace has evolved into a breeding ground for illicit activities that not only contravene legal frameworks but also jeopardize the socioeconomic stability of communities. The highly addictive nature of online gambling makes it especially dangerous for younger, productive age groups. University students face unique risks here. They are going through a major life transition, often struggling with new financial burdens and emotional stress. Because Generation Z is so deeply connected to the internet, this issue has exploded into a global crisis. The danger is constant, as students can open betting platforms right from their smartphones anywhere on campus [1, 2, 3]. Online gaming often serves as an entry point, with the shift toward real money gambling happening subtly over time. The spread of this behavior within university environments is shaped by several overlapping factors. Economic difficulty certainly plays a part, yet peer influence tends to carry even greater weight. As students socialize and casually exchange tips on games like Higgs Domino [4], gambling tendencies can spread rapidly throughout the student community. The situation is further worsened by the fact that many students have limited understanding of personal finance, making them particularly susceptible to the appeal of fast monetary rewards and, consequently, deeper entanglement in the gambling cycle. Finally, the COVID-19 pandemic made this situation much worse [4]. Months of staying at home with unlimited internet gave students too much unstructured time, which heavily accelerated the shift toward digital betting.

Online gambling in Indonesia is no longer just a minor issue; it has become a massive threat to the country's social and economic health. Recent numbers from the Financial Transaction Reports and Analysis Center (PPATK) highlight just how bad the situation is. By 2023, spending on these platforms had climbed into the hundreds of trillions of rupiah, a figure that illustrates just how entrenched gambling applications have become in people's daily lives. The driving force behind this growth is convenience near universal smartphone ownership and efficient digital payment systems have drastically lowered the threshold for placing bets. Paradoxically, at a time when the government is actively pursuing post-pandemic recovery, online gambling has surfaced as one of the more corrosive side effects of the country's rapid digital transformation. It systematically exploits the economic vulnerabilities of the populace, ultimately fostering a new, pathological form of dependency.

**Figure 1.** Value of Online Gambling Transaction in Indonesia 2017 – 2024



Geographically, West Java is documented as the province with the highest number of online gambling participants in Indonesia, encompassing an estimated 535,644 individuals and a total transaction volume reaching Rp3.8 trillion. This demographic reality carries direct implications for higher education institutions operating within the region, notably Politeknik STIA LAN Bandung. As an official state institution mandated to cultivate civil servants and professionals of uncompromising integrity, exposure to these illicit activities represents a profound threat to its core vision. Within the campus environment, such digital-based illegalities have the potential to compromise academic integrity, degrade academic performance, foster addiction, and ultimately catalyze secondary criminal behaviors.

**Figure 2.** Online Loan Collection Terror on Instagram Pages



A preliminary survey conducted among students at Politeknik STIA LAN Bandung revealed that 37% of the respondents admitted to accessing online gambling platforms during their course of study. This finding suggests that the campus environment is no longer immune to the pervasive influence of online gambling. Furthermore, the issue has escalated from a mere individual behavioral deviation (private trouble) to a broader institutional threat (public issue). We can clearly see how much worse the situation has become just by looking at the campus's official social media pages. Debt collectors from illegal loan apps have started leaving threatening comments directly on these public accounts. This highlights a dangerous and direct link: students lose their money to online gambling, turn to illegal loans to cover it, and get trapped. Ultimately, when these debt collectors harass students publicly, it severely damages the university's good name.

While the risks associated with online gambling are well-documented, Politeknik STIA LAN Bandung has yet to put in place the institutional safeguards needed to adequately protect its students. No specific regulations or Standard Operating Procedures (SOPs) currently exist to guide efforts around prevention, early detection, or student rehabilitation. As a result, when cases do arise, the institution's response has typically defaulted to disciplinary measures alone. This approach raises significant concerns removing students through expulsion without providing any pathway to recovery tends to cultivate a campus climate rooted in fear, ultimately discouraging students from seeking help when they need it most. Ultimately, this fear factor drives the problem further underground, making it significantly harder to identify and manage.

From a normative standpoint, the Law on Information and Electronic Transactions (UU ITE) establishes a clear prohibition against gambling within the national digital landscape. However, the efficacy of this legislation is frequently compromised at the micro-level of implementation, largely due to a deficit of localized, derivative policy instruments within individual organizations. Furthermore, LAN Regulation Number 9 of 2020 requires Polytechnic directors to actively mentor the campus community and intervene when students break the rules. Right now, there are no local guidelines to turn this broad government mandate into real action on the ground. Failing to have these day-to-day rules in place leaves the campus wide open to risks, meaning new internal policies must be drafted immediately.

Existing literature has primarily emphasized the mental health implications and general risk factors associated with online gambling [5,3], while other studies have focused on macroeconomic analyses of its socioeconomic effects [2,6,7]. Yet, there is a noticeable lack of research explicitly exploring internal policy formulation within vocational higher education institutions from a strategic management perspective. This study seeks to bridge that specific gap. To build a better solution, this study uses Kingdon's Policy Window to understand the current momentum for change, and then relies on Bryson's Strategic Planning Model to create a flexible policy.

Online gambling wreaks havoc on a student's finances, grades, and mental health. The financial consequences for affected students are serious savings are depleted, debt mounts, and many find themselves trapped in dependency on predatory digital lending services. Psychologically, the compulsive nature of gambling takes a heavy toll, commonly manifesting as chronic stress, anxiety, depression, and disrupted sleep patterns. Socially, students caught in this cycle tend to withdraw from their peers, retreating into their devices and gradually disengaging from meaningful face to face interaction. Taken together, these effects inevitably weigh on academic performance and chip away at the sense of moral responsibility that students, as emerging intellectuals, are expected to uphold.

Viewed through the lens of John Kingdon's Multiple Streams Framework [8], the current situation indicates that the Problem Stream has reached a critical threshold requiring immediate intervention. Real-world incidents ranging from students falling into online loan debt and severe depression [5,3], to declining academic performance [2,5], and even criminal activity on campus [9] serve as focusing events. These incidents elevate online gambling from a mere individual behavioral issue to an urgent public concern. Universities right now, particularly Politeknik STIA LAN Bandung, find themselves at a major turning

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point. We are seeing the Political Stream fueled by a strong push to keep students safe start to match up with a Policy Stream that offers real preventive answers. When these streams finally meet, they create an open 'policy window.' This gives campus leaders the perfect chance to draft clear and effective rules. Because of this timing, our research sets out to measure just how urgent the campus gambling crisis really is. It seeks to design a strategic policy framework that shifts away from punitive measures toward a more rehabilitative approach, while also recommending community-based strategies for policy adoption. By formulating policy in a systematic and measurable way [10], the ultimate goal is to build a student protection system that is not only legally sound but also holds social legitimacy and helps restore the integrity of the academic environment.

## METHOD

This study employs a qualitative descriptive design utilizing a single case study approach [11, 12]. This method was selected for its exploratory capacity to investigate a complex contemporary phenomenon namely, the online gambling ecosystem within an educational setting where the boundaries between the phenomenon and its surrounding context are not clearly delineated [5]. The research was conducted at Politeknik STIA LAN Bandung, a government-affiliated higher education institution under the auspices of the National Institute of Public Administration (Lembaga Administrasi Negara). We selected this particular institution because of its unusual two-part focus: delivering practical education while also molding the moral character of future government workers. Since it trains public servants, fixing policy gaps here is far more urgent than at a standard state university. We spent half a year conducting the fieldwork for this study, starting in June and finishing in December 2025.

To find the right people for this research, we combined two different approaches. First, we relied on purposive sampling so we could directly interview the higher-ups who actually have the power to make and change campus policies. At the same time, finding students required a different tactic, so we used a snowball sampling method to reach them through word of mouth. Ultimately, we gathered insights from fifteen individuals. We made sure this group accurately mirrored the official campus chain of command, specifically following the administrative structure laid out in LAN Regulation Number 9 of 2020 regarding how Politeknik STIA LAN Bandung operates. When looking at the staff we interviewed, the group spans from top executives like the Director and the Vice Director of Student Affairs down to the academic decision makers steering the State Development Administration, State Apparatus Human Resource Management, and Public Sector Business Administration programs. We also brought in technical experts, specifically the leaders running the IT and Counseling departments. On the student side, we didn't just talk to random people on campus. We specifically engaged with campus leaders from the Student Executive Board and various Student Associations, alongside a few individuals who privately admitted they had personal experience with online betting.

Gathering accurate data for this complex issue required a comprehensive strategy, which is why the research team applied methodological triangulation. To begin the fieldwork, the researchers arranged a thorough series of in-depth interviews. These direct conversations served a very specific dual purpose, they helped the team understand exactly how campus leadership approaches institutional policy, and they uncovered the hidden psychological barriers that keep struggling students trapped in silence. Once the interview phase was complete, the methodology shifted toward direct participant observation across the campus grounds. The observation heavily prioritized the university's digital environment, closely evaluating the security and access controls on the campus Wi-Fi network. Physical surroundings were also examined alongside digital infrastructure, with the team mapping out areas of the campus that receive little to no surveillance. These overlooked spaces were flagged as likely sites for concealed gambling activity precisely because of their limited visibility. Document analysis further supplemented this process, drawing on digital traces found across the university's official social media channels particularly those connected to online loan debt collection incidents as well as a close reading of the institution's internal regulatory documents.

Data analysis was carried out using Theoretical Thematic Analysis [13], applying a deductive approach based on the established theoretical framework. The gathered data were categorized into three principal themes: (1) problem, policy, and political streams [8]; (2) strategic planning [14,15]; and (3) intervention models [16,17]. Relying solely on qualitative interviews can sometimes allow a researcher's personal opinions to influence which issues get prioritized. To reduce the risk of bias and strengthen the overall credibility of the study's conclusions, the research team employed a quantitative instrument called the USG (Urgency, Seriousness, Growth) Matrix. The rationale behind introducing this scoring tool was to move beyond assumptions rooted in scattered complaints and instead produce concrete, empirically grounded evidence that online gambling poses a genuine and significant threat. The data generated through this matrix ultimately provided an objective basis for the study's assessments, anchoring its conclusions in measurable reality. It objectively confirmed that digital betting poses the most critical danger right now, easily scoring much higher in urgency than any of the other social problems currently affecting the campus community.

## RESULT AND DISCUSSION

This study reveals that the online gambling phenomenon at Politeknik STIA LAN Bandung has escalated well beyond a routine student disciplinary issue. By triangulating data from interviews, observations, and document reviews, the research identified a pattern of gambling activity that not only diminishes individual academic performance but also actively threatens the institution's public reputation. Field findings indicate that access to online gambling platforms remains largely unrestricted across the campus network, a vulnerability worsened by inadequate physical oversight in specific communal spaces. Perhaps the most important finding is how this problem has completely changed shape. It is no longer just a hidden, personal struggle for individual students; it has exploded into a very public headache for the entire university. We really saw this line crossed when outside groups namely, aggressive debt collectors from illegal loan apps started flooding the campus's official communication channels to track down students. When loan sharks start harassing the university directly,

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it becomes glaringly obvious that the students' gambling debts are actively dragging down the school's public image and hard-earned reputation. To systematically address these complex dynamics, the discussion of the findings is organized into three primary analytical frameworks: validating the urgency of the problem through Policy Window theory and the USG Matrix, formulating a strategic policy design utilizing the Bryson Model, and developing a social adoption strategy based on Rothman's Community Intervention approach.

## A. Problem Validation: The Opening of a Policy Window

An analysis of recent campus dynamics reveals that the online gambling phenomenon has reached the threshold of a "crisis," thereby opening a Policy Window. Using Kingdon's Multiple Streams Framework as a guide, it becomes clear that an opportunity for real policy change has arrived, driven by the collision of the problem, policy, and political streams. When we examine the Problem Stream, the data points to a harsh reality: student gambling is no longer an isolated, private struggle. It has forced its way into the public eye. The defining trigger for this realization the 'focusing event' was the sudden appearance of hostile debt collectors demanding money directly on the university's public social media accounts. This alarming situation sent a very clear message to the administration. It showed them that digital betting among the student body has grown into a severe vulnerability, directly attacking the institution's reputation and security. As a result, the campus can no longer treat these gambling habits as simple teenage rebellion or youthful misbehavior. It has morphed into a systemic crisis that exposes the organization to heavy financial and legal liabilities.

To objectively validate the urgency of this problem, the study use the USG (Urgency, Seriousness, Growth) technique to assess issue priority. This evaluation was conducted in collaboration with key informants to benchmark the online gambling crisis against other social pathologies present within the campus environment. The aggregated results of this assessment are detailed in the following table:

**Table 1.** USG Matrix Score Aggregation Results

Social Issues	$\Sigma$ U (Urgency)	$\Sigma$ S (Seriousness)	$\Sigma$ G (Growth)	Total Score (T)	Priority Ranking
Online Gambling	68	69	65	202	1
Sexual / Verbal Violence	59	63	55	177	2
Bullying / Aggressive Behavior	56	57	51	164	3
Brawl / Physical Violence	25	28	24	77	4

As indicated in the preceding table 1, Online Gambling Prevention ranks as the primary issue with a cumulative score of 202, significantly outpacing concerns related to sexual violence, bullying, and physical altercations. The notably high Urgency (U) score is driven by the rapid onset of financial distress among students. Similarly, the substantial Seriousness (S) rating reflects the risk of secondary criminal behaviors such as theft or fraud triggered by severe debt pressure. Looking at the final metric, the Growth (G) category received the highest possible score. This number perfectly captures a very specific and modern fear held by the campus leadership. They are incredibly worried about the speed at which this issue could blow up on social media. In today's digital age, all it takes is one viral post about students being chased by debt collectors to completely ruin the university's hard-earned public image. Because of this constant threat of a public relations disaster, the administration knows they cannot afford to wait around; they have to stop the problem right now before it spreads any further.

When we dive into the Policy Stream, we find that the campus actually already has the right tools to fix this problem just waiting to be used. In Kingdon's terms, these ideas are currently floating around in the 'primordial soup.' For instance, the Information Technology team already has the technical ability to track and shut down access to gambling websites. On the other side, the campus Counseling Center is fully prepared to step in and offer psychological support to affected students. The real issue is that these two departments are currently working in their own separate bubbles. Because there is no overarching rule or official Director's Regulation to connect them, these efforts remain completely scattered. Without a formal rule to tie everything together, the campus cannot build a unified defense against the gambling crisis.

Looking at the third element, the Political Stream, the timing could not be better for the campus to finally establish new rules. Right now, the atmosphere among the university's management is incredibly supportive of making real changes. This push is mostly coming from the top leaders who are deeply invested in protecting the school's core identity as a 'Character Building Campus.' What makes this situation unique is that nobody is really fighting against these proposed rules. We aren't seeing the usual pushback from different departments. In fact, both the academic faculty and the student affairs staff are actively begging the higher-ups to do something that is firm but still treats the students with empathy. When you put all these pieces together a terrifying crisis involving illegal loan sharks, the fact that the IT and counseling teams already have the tools to help, and total agreement from the campus leadership it creates a massive, wide-open 'policy window.' The university administration has to act right now and lock these regulations into place before people lose interest and the opportunity slips away.

## B. Policy Design: A Paradigm Shift Towards a Rehabilitative Approach

Drawing on the sixth stage of Bryson's Strategic Planning Model [15], this study formulates a new policy framework that advocates for a fundamental shift from a punitive paradigm to a rehabilitative one. An evaluation of current regulations indicates that enforcing severe penalties such as expulsion without accompanying support mechanisms inadvertently creates a "wall of silence," which is highly counterproductive to early detection efforts.

Field observations established a clear and harmful connection between strict academic sanctions and students' hesitance to

openly acknowledge their struggles. When interviewed, a representative from the campus Counseling Unit (Informant 8) addressed a widespread misconception. The real barrier to resolving the campus gambling issue is not an absence of psychological resources or counseling capacity. It is, instead, the stigma that surrounds gambling and the very real threat of expulsion that keeps affected students from seeking the help they need. Because the current rules focus so heavily on punishing rather than helping, students naturally hide how much money they have lost. They keep their financial ruin completely under wraps until the situation spirals totally out of their control, which almost always happens when predatory online lenders finally enter the picture:

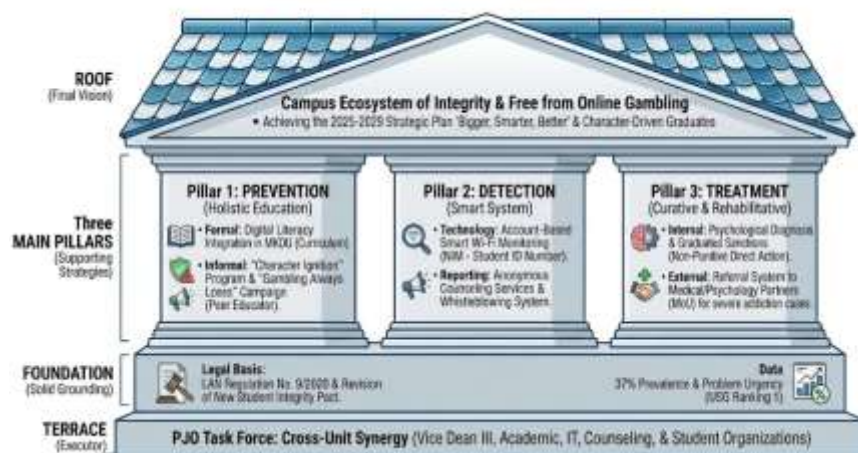
*“.....so there's definitely a worry that if you complain, it's like reporting your own mistakes, and you'll end up being blamed. There's definitely that fear.”*

To fix this broken system, we are proposing a massive change in how the campus handles these disciplinary cases. This new direction comes directly from our conversation with the Vice Director III of Student Affairs (Informant 2). During our interview, they made a very compelling point: campus rules should not just exist as a weapon to punish people. Instead, the way we discipline students needs to actually match the university's ultimate goal of building good character. If we look at the problem from this angle, we have to stop treating students who gamble like traditional rule-breakers. As long as they haven't committed serious crimes that financially damage the campus, we need to see them as victims of a serious behavioral addiction. They desperately need real medical help and psychological counseling to recover, not just a disciplinary hearing.

*“So, it's not an immediate dropped out, an immediate expulsion, or anything like that. Instead, we have to assess the conditions, the situation, and why the person or student got caught up in online gambling. This means that input and discussions with other colleagues who treat people with respect, who educate students, are very much in agreement. Why? Because who knows, maybe the student got involved in online gambling for fun or for other reasons that we certainly can't immediately justify as needing to be eliminated, expelled, or whatever”*

Consequently, the proposed policy framework conceptualized in this research as *The House of Integrity* prioritizes a tiered sanctioning system coupled with mandatory counseling. This approach incorporates a provision for limited amnesty for students who voluntarily self-report, thereby breaking the cycle of institutional fear and their subsequent reliance on illegal, predatory lending.

**Figure 3. The House of Integrity**  
**THE HOUSE OF INTEGRITY**



To support this rehabilitative approach on an operational level, the present study proposes a technocratic strategy centered on enhancing digital oversight infrastructure, referred to as Smart Monitoring. A collaborative review with the Information Technology Unit revealed that the existing campus internet network contains security vulnerabilities, which currently hinder the precise identification of individual users. To address this issue, the research recommends deploying a Single Sign-On (SSO) system tied to Student Identification Numbers (NIM) for all campus Wi-Fi access. Such a mechanism empowers the institution to conduct early detection of anomalous data traffic routed toward gambling websites, while strictly preserving the privacy of students' personal communications. Ultimately, the integration of a humanistic framework facilitated through counseling with this technical monitoring system represents the core novelty of the proposed policy for preventing online gambling at Politeknik STIA LAN Bandung.

### C. Adoption Strategy: Rothman Community Intervention Model

The effectiveness of "The House of Integrity" policy relies fundamentally on its social acceptance among the student body. Utilizing the Community Intervention Model [17] as an analytical lens, this research formulates three specific adoption strategies. These strategies aim to ensure that the policy does not end up as a merely static document, but rather becomes an active, functioning element embedded within the everyday dynamics of the campus.

#### 1. Locality Development

This strategy positions students not as passive subjects, but as active collaborators. Conventional approaches like formal seminars or one-way socialization have proven largely ineffective, as they fail to resonate with the specific needs of Generation Z a demographic that heavily prioritizes immediacy and privacy. This disconnect is highlighted by the candid feedback of Informant 11 (Student), who explicitly rejected rigid, formal methods:

*“ Seminars honestly just make me sleepy, hahaha. I think anonymous counseling could be a great idea. Doing it online means nobody knows who we are, which takes away the fear factor. But the service has to be quick; they can't be slow to respond .”*

This statement serves as a strong indicator that engagement strategies require a much more fluid and responsive framework. To address this, the Locality Development strategy is operationalized by empowering student organizations (such as Student Executive Boards or Department Associations) to take on the role of Peer Educators. Ultimately, a peer-to-peer approach is considered the most viable way to fulfill the students' demand for "prompt service" and psychological safety qualities that are often difficult to find within formal bureaucratic channels.

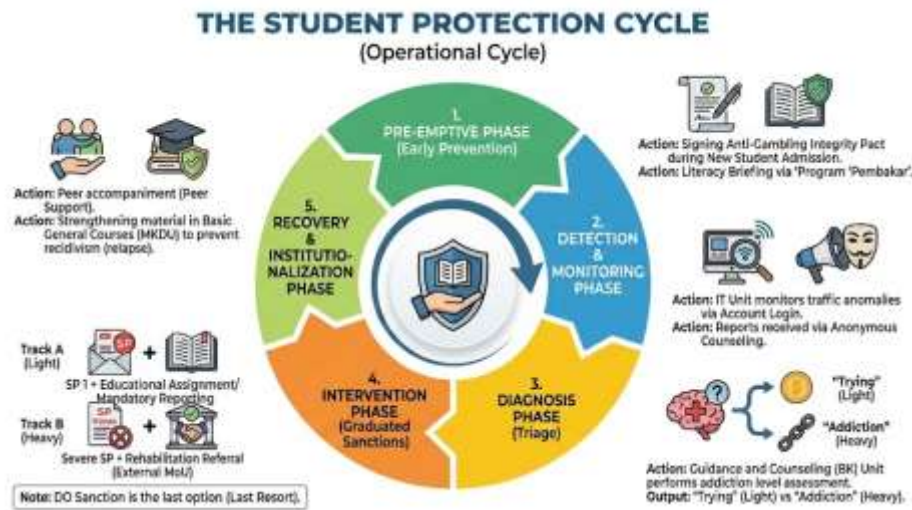
## 2. Social Planning

This strategy centers on establishing technical frameworks that guarantee procedural certainty. Currently, the most significant obstacle is the lack of clear information regarding intervention mechanisms, which has cultivated a disproportionate sense of fear among the student body. Students exhibit a strong reluctance to reach out to the Counseling Unit (BK) because it is widely perceived as a punitive disciplinary body rather than a safe space for recovery. The fear of this criminalizing stigma was poignantly expressed by Informant 9 (Student):

*“ Not really, it's more of a personal thing where I just don't want to tell the lecturers or the counseling unit because, honestly, I'm afraid of being treated like a criminal or getting punished. So, I just keep quiet about it... Plus, since I've never actually been to the campus counseling unit myself, I have no idea how they even handle things .”*

This excerpt confirms that procedural ambiguity effectively forces students into silence. To address this, the Social Planning strategy advocates for the design of transparent service protocols. Specifically, this study recommends forming a Prevention Task Force governed by a clear, well-defined operational cycle. Implementing this framework is essential to reassure students that reporting to the Counseling Unit is a step toward getting help, rather than an act of turning themselves in for punishment.

Figure 4. Operational Cycle



The visualization of the operational cycle provided above highlights a highly structured intervention process, serving as a visual reassurance to students that the "self-reporting" channel is a secure route toward rehabilitation.

## 3. Social Action

The third strategy is designed to foster a widespread moral movement, strictly underpinned by the legitimacy of the institution's leadership. Shifting the paradigm from a punitive approach to a rehabilitative one requires a profound commitment from the highest levels of administration to truly reform the organizational culture. The Director of Politeknik STIA LAN Bandung (Informant 1) provided a very clear picture of how the institution plans to handle this issue moving forward. Rather than relying on a strict system of blind punishments, the leadership firmly believes that the real solution lies in teaching the students and prioritizing their financial literacy:

*“ If we do encounter such cases, as a higher education institution, we will certainly apply a mentoring approach. This involves providing literacy specifically, financial literacy. Why? Because online gambling is fundamentally an individual issue and has no direct correlation with academic performance. However, on a personal level, these students are still [part of the campus's responsibility] ”*

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The Director's remark lays the political groundwork for this Social Action strategy. Consequently, the "Online Gambling-Free Campus" campaign is no longer fueled by the threat of expulsion. Rather, it is built upon a narrative that highlights the institution's genuine concern for its students' financial well-being. This leadership backing is vital; it empowers students to actively look out for one another (peer control) and to report gambling practices as an act of collective rescue.

## CONCLUSION

This study concludes that the phenomenon of online gambling within the Politeknik STIA LAN Bandung environment has escalated from an isolated behavioral issue into an urgent institutional threat. This is evidenced by the high priority score assigned to the problem and the intrusion of external parties, specifically in the form of aggressive online loan collections. Drawing upon the Policy Window analysis, a crucial window of opportunity for policy intervention is currently open. The current push for change is fueled by a powerful mix of factors that have finally come together. First, there is the intense pressure from the ongoing gambling crisis, which has acted as a major wake-up call for everyone involved. Furthermore, the institution already possesses the requisite technical capabilities within its IT and counseling units, resources that remain underutilized largely due to a lack of coordinated deployment. Equally significant is the presence of strong political will at the leadership level, where there exists a firm commitment to preserving the institution's moral and ethical standing. For an extended period, the absence of clearly defined internal regulations has left the campus in a precarious state of regulatory vacuum. This policy gap has historically undermined any efforts to address gambling-related cases effectively, as staff were compelled to respond reactively on a case-by-case basis rather than operating within a structured, anticipatory framework.

Translating these findings into meaningful institutional change, the study puts forward a clear and pressing recommendation to the leadership of Politeknik STIA LAN Bandung. The time has come to formalize the proposed framework into an official Director's Regulation, one explicitly dedicated to preventing and responding to online gambling on campus. In practical terms, this requires moving away from isolated, reactive measures and toward the creation of a structured Cross-Functional Task Force. Such a team would serve as a connective bridge between high-level IT surveillance and compassionate counseling support, operating through a unified and coherent workflow. Beyond this, the university should formally integrate student organizations particularly the Student Executive Board and various Student Associations into the prevention effort by training their members to serve as Peer Educators. This is arguably the most consequential element of the entire strategy. When students themselves become active participants in prevention, the policy earns the grassroots trust and sustained engagement it needs to produce lasting results. This is the only way to ensure the student body feels protected rather than policed, making the entire initiative sustainable for years to come.

The theoretical and practical insights gained from this study make one thing very clear: the university cannot afford to maintain its current policy direction. We are at a point where a fundamental shift in how the campus operates is no longer optional but necessary. Our data proves that a strictly punitive system does more harm than good, as it builds a psychological wall of fear that actively stops students from coming forward when they are in trouble. The 'fear factor' remains the single greatest barrier to effective early detection. Overcoming it demands a clear policy shift one that moves beyond punishment alone and embraces a more balanced, technocratic, and rehabilitation-centered approach. 'The House of Integrity' framework embodies this shift in full, replacing fear-driven institutional responses with a structured system centered on early intervention and supportive recovery. It achieves this by combining an educative, tiered sanctioning mechanism with a dedicated early detection system 'Smart Monitoring' into one integrated approach. Doing so not only overcomes the inherent limitations of manual supervision but also provides a necessary space for student recovery.

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