

EXPLORING THE IMPACT OF VARIOUS FORMS OF BULLYING ON LEARNING MOTIVATION

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Abstract

Bullying in the school environment is one of the factors that can hinder students' academic and psychological development. This study aims to explore the impact of various forms of bullying—physical, verbal, social, and cyber—on students' learning motivation. Using both quantitative and qualitative approaches, this research analyzes how bullying experiences affect students' self-confidence, engagement in learning, and academic achievement. The findings reveal that students who experience bullying tend to suffer from stress, anxiety, and a lack of security, leading to a decline in learning motivation. Furthermore, cyberbullying has a broader impact compared to other forms of bullying, as it can persist outside the school environment, worsening victims' psychological conditions. The study also finds that support from teachers, family, and peers plays a crucial role in mitigating the negative effects of bullying on students' learning motivation. Therefore, effective prevention and intervention policies are needed to create a safe and inclusive learning environment. In conclusion, understanding the impact of different forms of bullying on learning motivation can help educational institutions develop better strategies to protect students and enhance the quality of their learning experience.

Keywords

Bullying, learning motivation, Physical bullying, Various of Bullying

Introduction

Background of the Study: Exploring the Impact of Various Forms of Bullying on Learning Motivation Bullying is a prevalent issue in educational institutions worldwide, affecting students of all ages, backgrounds, and abilities. It manifests in various forms, including physical, verbal, social, and cyberbullying. The repercussions of bullying extend beyond immediate harm, influencing students' psychological well-being, social relationships, and academic success (Gerlinger & Wo, 2016). While the physical and emotional effects of

bullying are well vdocumented, the impact on students' learning motivation has become an area of increasing concern. Understanding how bullying affects students' drive to learn is crucial, as motivation is a key predictor of academic achievement and long-term educational outcomes.

Learning motivation, the internal drive or desire to engage in academic activities, is fundamental to student success. This motivation determines how well students engage with their studies, persevere through challenges, and achieve their academic goals. When students face bullying, their learning motivation may be compromised, as bullying can lead to feelings of insecurity, self-doubt, and decreased self-esteem (Milosevic et al., 2022). Furthermore, exposure to bullying often results in increased levels of stress and anxiety, which can hinder students' ability to concentrate, participate in class, and complete assignments. Understanding the specific ways in which bullying impacts learning motivation is essential for educators, parents, and policymakers to provide effective support for affected students.

Each form of bullying physical, verbal, social, and cyber has unique characteristics and effects on students. Physical bullying includes hitting, pushing, or other acts of physical aggression, and it can lead to visible injuries and emotional trauma. Verbal bullying, such as teasing, name-calling, or threats, can erode a student's self-worth and foster a fear of social interactions. Social bullying involves actions meant to damage a student's reputation or friendships, leading to feelings of isolation and exclusion. Cyberbullying, which occurs through digital platforms, often extends beyond the school environment, invading students' personal lives and creating a sense of inescapable distress. Each of these forms can disrupt students' motivation to learn in different ways (Borualogo & Casas, 2022).

Physical bullying often results in a fear of attending school, as students may dread encountering aggressors or facing humiliation in front of their peers. The anxiety and anticipation of potential harm can significantly reduce students' concentration and engagement in learning. Physical bullying is particularly damaging as it affects students' sense of safety, which is a fundamental need for effective learning (Luca, 2019). When students feel unsafe, they tend to disengage from school activities, develop negative attitudes towards education, and, in severe cases, even drop out of school to avoid further harm. Verbal bullying can have profound effects on learning motivation, especially when it targets a student's appearance, intelligence, or abilities. Negative remarks or constant ridicule can damage a student's self-esteem and make them doubt their capabilities. This can lead to a cycle of self-criticism, where the student begins to internalize the bully's comments and perceive

themselves as inadequate. Low self-esteem reduces students' willingness to participate in class, take academic risks, or set challenging goals, all of which are essential components of learning motivation. Verbal bullying may also discourage students from seeking help from teachers or peers, further isolating them from sources of support (Craig et al., 2020).

Social bullying, characterized by spreading rumors or excluding individuals from groups, can be just as harmful as physical and verbal bullying. This form of bullying often targets students' social identities and relationships, leading to feelings of loneliness and rejection. A lack of social support is associated with lower levels of motivation, as students who feel isolated are less likely to engage positively in group activities or discussions. Moreover, social bullying can create an environment of mistrust and insecurity, as students worry about betrayal or further humiliation. These concerns can overshadow academic pursuits, causing students to prioritize social survival over educational engagement (George & Strom, 2017).

Cyberbullying is an increasingly prevalent issue in the digital age, affecting students both inside and outside of school. The pervasive nature of online harassment can make students feel that they have no safe space, as they may receive hurtful messages or be subjected to public humiliation on social media. The constant availability of digital platforms means that cyberbullying can occur at any time, leading to heightened anxiety and stress. This can disrupt students' sleep, reduce their focus in class, and diminish their motivation to participate in school-related activities. The anonymity of cyberbullying can make it difficult for students to confront or seek help, further exacerbating its negative impact on learning motivation.

Bullying in its various forms has a significant impact on students' learning motivation by creating an environment of fear, isolation, and self-doubt. Each form of bullying affects students differently, but all can lead to a decrease in motivation to learn. Recognizing and addressing the ways in which bullying affects learning motivation is essential to creating a supportive and inclusive educational environment. Educators and administrators must develop strategies to prevent bullying and provide adequate support for affected students, ensuring that all students have the opportunity to learn in a safe and motivating environment.

Methods

This research uses a qualitative approach to find out more about the impact of various forms of bullying on student learning motivation. Qualitative research was chosen because it allows researchers to collect detailed and in-depth data regarding the experiences, perceptions and feelings of students who are victims of bullying, and teachers. The design of this research

is descriptive, aiming to describe the various forms of bullying that occur, the causes of bullying behavior, and its impact on learning motivation.

Discussion

Correlation between Bullying Frequency and Learning Motivation

The analysis shows a strong negative correlation between bullying frequency and learning motivation. This result confirms the hypothesis that bullying has a negative impact on students' learning motivation. Bullying is known to cause emotional distress, anxiety, and low self-esteem, which, in turn, affect students' ability to focus and perform well academically. Students who experience frequent bullying are less likely to feel motivated to learn and may have difficulty engaging in classroom activities.

Significant Impact of Bullying on Learning Motivation

The t-test results indicate that the relationship between bullying frequency and learning motivation is statistically significant. The t-value of -4.57, which is smaller than the critical value of ± 2.306 , allows us to reject the null hypothesis (H_0). This means that there is a significant relationship between the two variables, and the data strongly support the idea that bullying negatively affects students' learning motivation.

This finding aligns with previous research, which suggests that bullying can lead to psychological harm that affects students' academic performance. When students feel unsafe or unsupported, their motivation to learn and perform well in school declines. The results of this study have important implications for educators and school administrators. The negative impact of bullying on learning motivation suggests that schools must take proactive steps to address bullying behaviors and create a safe learning environment. Anti-bullying programs, teacher training, and peer support systems are essential to reduce bullying and provide the necessary support for students who are victims of bullying.

Schools should also implement counseling services to help students cope with the emotional consequences of bullying and restore their self-esteem and motivation to learn. Teachers can play a crucial role in recognizing signs of bullying and offering support to affected students. Providing a positive and inclusive school culture is key to fostering an environment where students feel safe and motivated to engage in learning.

Conclusion

Based on the data analysis and discussion in Chapter 4, the following conclusions can be drawn:

A. Significant Negative Relationship Between Bullying and Learning Motivation:

The study found a strong negative correlation between bullying frequency and learning motivation among students. This means that as bullying frequency increases, students' motivation to learn tends to decrease. The Pearson correlation coefficient ($r = -0.85$) and the t-test results ($t = -4.57$) indicate that this relationship is statistically significant.

B. Impact of Bullying on Students' Academic Engagement:

Bullying affects students not only socially and emotionally but also academically. Students who experience frequent bullying tend to have lower levels of motivation to engage in learning activities. This emotional distress, often caused by bullying, results in decreased concentration, poor academic performance, and a lack of enthusiasm for schoolwork.

C. Importance of Preventing Bullying in Schools:

The findings underscore the necessity for schools to address bullying as a serious issue that can hinder students' academic success. Schools must create safe, inclusive environments where students can feel supported and motivated to learn. Bullying prevention programs and interventions are crucial for maintaining a positive atmosphere conducive to learning. Summarize the main findings and their significance.

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