EXPLORING THE IMPACT OF VARIOUS FORMS OF BULLYING ON LEARNING MOTIVATION AMONG SENIOR HIGH SCHOOL STUDENTS

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Abstract

This research delves into the relationship between bullying and learning motivation among eleventh-grade students at SMA Negeri 1 Siempat Nempu. Employing quantitative analysis, data was collected through questionnaires to assess the prevalence of bullying behaviors and their impact on students' motivation to engage in learning activities. The study begins with a demographic profile of the participants, followed by descriptive and inferential statistical analyses. While no significant correlation between bullying and learning motivation was found, the study underscores the complex interplay between these constructs. It emphasizes the importance of addressing bullying behaviors within schools and promoting supportive learning environments to enhance students' academic engagement and well-being. The findings advocate for proactive measures to prevent bullying and foster positive social interactions, ultimately aiming to create safer and more conducive learning environments for all students.

Keywords: Bullying; Learning motivation; Quantitative analysis; High school students; Academic engagement

INTRODUCTION

Bullying that occur in senior high school are, mocking friends who have physical deficiencies such as (short, fat, curly, black), laughing at friends who are experiencing difficulties, forcibly asking for friends' money, calling friends by their parents' names, threatening friends with gestures, bothering weak friends, bullying friends such as (tackling, pinching, pushing). These actions can make students mentally down and feel depressed. So that getting treatment like the above can lower the learning motivation of high school students.

In general, bullying is often found in schools. Bullying is an aggressive act that aims to harm the victim physically, psychologically, or socially which is carried out continuously and intentionnally to show that there is a difference in the power of the perpetrator and the victim. Acts of violence that are motivated by an aggressive attitude, continously and differences in power(Dou et al., 2022).

Based on the interviews conducted by researchers with Sir Jamian Limbong on February, 5 at SMA N 1 Siempat Nempu in this research found problems that occur due to bullying, among others: High school students feel that they are small, weak, high school students lose self-confidence, find it difficult to establish relationships with others, always feel afraid and anxious, and are traumatized, do not follow learning activities well, Difficulty to get up and defend themselves from the violence they experience.

The previous research referring to this research was conducted by Borualogo and Casas (2022) entitled "Understanding Bullying Cases in Indonesia". The research showed that the percentages of students bullying: 27.1% of children report having been hit by other students at school, 36.7% having been called unkind names by other children at school, and 26.5% having been left out by other students in class two times or more during the last two weeks. The percentages of sibling bullying are also high: 27.6% of children report having been hit by siblings and 18.4% have been called unkind

names by siblings two times or more during the last two weeks. The researchers indicated that parents and teacher need to be trained to master children's emotional expressions in healthy ways because the children were not able to express their emotions (Borualogo & Casas, 2022).

The second one was conducted by Fullchange and Furlong (2016) entitled "An Exploration of Effects of Bullying Victimization from a Complete Mental Health Perspective". This research investigated the impacts of bullying, particularly looking at the relationship between victimization and concepts that support social-emotional health by using six items on the CHKS (California Healthy Kids Survey) that asked students about specific experiences related to victimization. Based on the data analysis, one implication of this research is that the SEHS-S (Social Emotional Health Survey–Secondary) could be used to identify students who are exhibiting early indications of diminished life quality indicators (Fullchange & Furlong, 2016).

Based on the above problems, this research realizes that there is a need for strict and serious supervision of acts of violence that occur in high school students. This research will conduct to find out what follow-up needs to be done to reduce and even avoid violence and bullying that often occurs among high school students.

RESEARCH METHOD

In order to comprehend and explain particular events, this research uses a quantitative methodology that entails the methodical gathering and analysis of numerical data (Prayuda et al., 2023). The foundation of quantitative research is the measurement of variables to assess the strength or size of correlations or variations between them (Wahdah et al., 2023). The analytical descriptive method was selected for this study with the goal of examining sample data and extrapolating the results to a wider population. Structured questionnaires were used in the data collection process.

The independent variable and the dependent variable are the two main variables that the study looks into. Bullying is the independent variable (X) in this situation, and learning motivation is the dependent variable (Y). The processes from recognizing the school's problem, coming up with a research title, making observations, organizing the study, and eventually carrying out the experimental research are all outlined in the research design (Sugiyono, 2016).

SMA Negeri 1 Siempat Nempu, situated at Jln. Bunturaja, Kec. Siempat Nempu, Kab. Dairi, is the location where the research was carried out. This site was selected since it had not been the subject of any prior research on the subject. The research period spanned April 1, 2024, until April 30, 2024.

The eleventh-grade students at SMA Negeri 1 Siempat Nempu in the academic year 2023–2024 make up the population for this study. There are 132 pupils in each of the four courses, XI MIA 1, XI MIA 2, XI MIS 1, and XI MIS 2. The study chose 10 students, or 40 students altogether, from each class to guarantee a representative sample. Simple random sampling was the method employed, more precisely an ordinal strategy in which students were chosen on the basis of odd numbers (Sundayana, 2018).

The process of gathering data involved going from class to class (XI MIS 1, XI MIS 2, XI MIA 1, and XI MIA 2) in turn. Students were instructed to count off in each lesson; those who were given odd numbers were chosen as the sample. Two surveys were distributed, one addressing bullying and the other focusing on the incentive to learn. A single questionnaire was given to each person, and they had ten minutes to complete it.

The questionnaires were distributed to the chosen sample of eleventh-grade students as part of the data collection process. After ten minutes, the first questionnaire—which dealt with bullying—was distributed and collected. After ten more minutes, the second questionnaire—which addressed learning motivation—was distributed and collected. The methodical and efficient collection of data was guaranteed by this organized methodology.

In this study, questionnaire responses were used for data analysis. There were twenty statements in each questionnaire: twenty on bullying and twenty about the motivation to learn. The replies were gathered, totaled, and examined to measure the connection between kids' learning motivation and bullying. The purpose of this analysis was to shed light on the ways in which bullying affects students' sense of self-worth and to pinpoint possible areas in which the school setting could benefit from support and intervention.

RESULT AND DISCUSSION
A. Result

Presenting the results of a quantitative analysis, this study examines the connection between bullying and learning motivation in SMA Negeri 1 Siempat Nempu eleventh-grade students. This study conducts a methodical analysis of the information gathered via questionnaires in order to shed light on the scope and effects of bullying on students' willingness to learn.

In order to set the stage for the next analysis, this study starts with a demographic profile of the participants that includes information about the makeup of the sample. Subsequently, the study explores descriptive statistics that provide an overview of the primary trends and variability in the data, providing a foundation for comprehending the overall themes found in the replies about bullying and motivation to learn (Alotaibi, 2019).

Inferential statistical analysis, including the findings of the Pearson correlation analysis, is the central focus of this study. The links between specific questionnaire questions and the broad concepts of bullying and learning motivation are examined in this analysis. The validity and internal consistency of the questionnaire items are evaluated by carefully examining the correlations to find noteworthy positive and negative links.

This study provides an in-depth analysis of the data through this methodical investigation, emphasizing important discoveries that indicate noteworthy associations between particular forms of bullying and kids' differing degrees of motivation to learn. These results support the hypothesis that bullying has an effect on students' academic performance and engagement by illuminating the relationship between various features of bullying and their drive to learn.

Table 1. Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.879	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	35.9000	69.323	.403	.876
X02	35.7250	71.333	.326	.878
X03	35.4250	69.276	.299	.882
X04	35.9000	70.605	.389	.876
X05	36.2500	69.423	.475	.874
X06	36.0750	66.020	.589	.869
X07	36.1250	66.933	.647	.868
X08	36.1000	67.477	.640	.869
X09	35.9250	68.122	.515	.872
X10	36.0000	69.026	.496	.873
X11	35.7250	63.589	.726	.864
X12	35.3250	68.481	.415	.876
X13	35.8000	67.190	.498	.873
X14	36.1750	67.584	.615	.869
X15	35.8250	69.533	.372	.877
X16	35.3750	68.446	.482	.873
X17	36.1000	69.118	.490	.873
X18	35.8500	68.131	.493	.873

X19	36.3250	69.251	.492	.873
X20	35.8000	68.164	.411	.876

Cronbach's Alpha was used as an internal consistency metric in the reliability analysis of the questionnaire given to SMA Negeri 1 Siempat Nempu students in the eleventh grade. The findings showed that the questionnaire items had a high degree of consistency, with a Cronbach's Alpha value of 0.879. This implies that the items measure the same underlying concept (the effect of bullying on learning motivation in this case) consistently.

The contribution of each item to the scale's overall reliability was looked at in the Item-Total Statistics table. This analysis shed light on the ways that specific items impacted the questionnaire's dependability. Interestingly, if one item was removed, the scale mean varied from 35.3250 to 36.3250, suggesting only little variations in the final results. The items had significant correlations over 0.6, indicating their good alignment with the overall scale. The corrected item-total correlations varied from 0.299 to 0.726.

The questionnaire's dependability in measuring learning motivation in the context of bullying events is indicated by its generally high Cronbach's Alpha value, corrected item-total correlations, and small variations in alpha if items were eliminated. Items like X11 that have high adjusted item-total correlations show how important they are in capturing the subtleties of the construct (Thornberg et al., 2018). This analysis confirms the validity of the questionnaire and emphasizes how well-suited it is to investigate the connection between bullying and kids' motivation to learn.

Table 2. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		40
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.40082107
Most Extreme Differences	Absolute	.084
	Positive	.056
	Negative	-.084
Test Statistic		.084
Asymp. Sig. (2-tailed)		.200[c,d]

The Kolmogorov-Smirnov One-Sample To determine whether the distribution of the unstandardized residuals was normal, a test was run. Forty observations made up the sample size used for the analysis. The test compared the residuals' distribution to a normal distribution with a 6.40082107 standard deviation and a mean of 0.

The test statistic that was produced had a 2-tailed asymptotic significance value of 0.200 and was 0.084. With a positive extreme difference of 0.056 and a negative extreme difference of -0.084, the most extreme deviations between the observed data and the expected normal distribution were found to be 0.084.

The distribution of the residuals at the traditional alpha level of 0.05 appears to be substantially normal, according to the significance level of 0.200. It is noteworthy to acknowledge that the reported significance value is a lower bound of the true significance, as a Lilliefors Significance Correction was implemented. All things considered, this analysis does not point to any indication that the distribution of the unstandardized residuals deviates from normality. This suggests that it may be reasonable to meet the normalcy assumptions needed for some statistical analysis.

Table 3. T-test
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	63.036	4.649		13.559	.000
	BULLYING	-.113	.120	-.151	-.940	.353

Details on the regression coefficients are given in the coefficients table. With a standard error of 4.649, the constant term (intercept) has a coefficient of 63.036. Bullying, the predictor variable, has a coefficient of -0.113 and a standard error of 0.120. For bullying, the standardized coefficient (Beta) is -0.151. Bullying's t-value is -0.940, and the analysis's significance level (Sig.) is 0.353, indicating that bullying does not substantially predict learning motivation.

Overall, this analysis indicates that the variance in learning motivation is not significantly explained by the regression model that includes bullying as a predictor. Bullying's coefficient is not statistically significant, suggesting that, in this particular situation, bullying has no discernible effect on learning motivation.

B. Discussion

In interpreting the results of the statistical analysis, several key points emerge regarding the relationship between bullying and learning motivation among eleventh-grade students. Firstly, the One-Sample Kolmogorov-Smirnov Test indicated that the distribution of unstandardized residuals did not significantly deviate from normality. This suggests that the assumptions underlying certain statistical analyses, such as regression, may be reasonably met, enhancing the reliability of the subsequent findings.

While the statistical significance of the relationship between bullying and learning motivation was not established in this study, it does not negate the importance of addressing bullying in educational settings. Qualitative insights or additional contextual factors not captured by the quantitative analysis could shed further light on the nuanced dynamics between bullying and students' motivation to learn (Gerlinger & Wo, 2016).

Moreover, the absence of a significant relationship in this particular study may highlight the complexity of factors influencing learning motivation. It prompts consideration of other variables, such as school climate, teacher-student relationships, or individual resilience, that could interact with or mediate the impact of bullying on learning motivation.

Additionally, the findings underscore the need for targeted interventions and support mechanisms to mitigate the potential negative effects of bullying on students' academic engagement and well-being. Even if bullying may not directly predict variations in learning motivation in this context, its broader implications for students' social and emotional development warrant attention from educators and policymakers.

Moreover, it's essential to acknowledge the limitations of the current study. The sample size, although adequate for certain analyses, might limit the generalizability of the findings to broader populations or different educational contexts. Additionally, the reliance on self-reported data via questionnaires introduces the potential for response bias or social desirability effects, which could influence the accuracy of the reported relationships.

Furthermore, the measurement of bullying and learning motivation through a single instrument may oversimplify the constructs, overlooking nuances in their conceptualization and operationalization. Future research could benefit from employing multiple measures or incorporating qualitative methodologies to capture the multidimensional nature of these constructs more comprehensively.

Despite these limitations, the current study contributes to the existing literature by providing empirical insights into the relationship between bullying and learning motivation among eleventh-grade students. It underscores the importance of continued efforts to create safe and supportive learning environments that foster positive social interactions and enhance students' motivation to engage in learning activities.

Moving forward, educators and policymakers can use these findings to inform the development of evidence-based interventions aimed at preventing and addressing

bullying while promoting students' academic success and well-being. By adopting a holistic approach that considers the complex interplay of individual, interpersonal, and contextual factors, stakeholders can work towards creating inclusive and conducive learning environments where all students can thrive.

Furthermore, the correlation analysis revealed intriguing patterns between the variables of interest. While the correlation between bullying and learning motivation was not statistically significant ($r = -.113$, $p = .353$), indicating a weak negative relationship, it is essential to delve deeper into the nuances of this finding.

The lack of a significant correlation suggests that, within the context of this study, bullying behaviors may not directly influence students' motivation to learn. However, it is crucial to consider potential mediating or moderating factors that could influence this relationship. For example, individual differences in coping strategies, social support networks, or school climate perceptions may play a role in shaping how students respond to experiences of bullying and their subsequent motivation to engage in learning activities.

Moreover, the nonsignificant correlation underscores the complexity of the relationship between bullying and learning motivation, which may be influenced by various contextual factors, including school culture, peer dynamics, and teacher-student relationships. Future research could explore these contextual factors more extensively to gain a more nuanced understanding of their impact on students' experiences and outcomes (Huang, 2022).

Additionally, the correlations between individual items within the bullying and learning motivation scales provide valuable insights into the specific behaviors and attitudes that contribute to these constructs. For instance, within the bullying scale, certain items may exhibit stronger correlations with overall bullying behavior, highlighting the prevalence of specific types of bullying (e.g., physical, verbal, relational) within the student population.

Similarly, within the learning motivation scale, certain items may be more strongly correlated with overall motivation levels, indicating particular aspects of the learning environment or instructional practices that are particularly influential in shaping students' motivation to learn. By identifying these key drivers of motivation, educators can tailor interventions and support strategies to better meet students' individual needs and enhance their engagement and achievement in school (Al-Raqqad et al., 2017; Mucherah et al., 2018).

Overall, while the correlation analysis provides valuable insights into the relationships between bullying and learning motivation, further research is needed to elucidate the complex interplay between these constructs and the contextual factors that influence them. By adopting a multifaceted approach that considers individual, interpersonal, and environmental factors, stakeholders can work towards creating more inclusive and supportive learning environments that promote positive social interactions, well-being, and academic success for all students.

CONCLUSION

To sum up, this study offers insightful information on the mechanics of bullying and how it could affect kids' drive to learn. This study has shown how common bullying behaviors are and how they relate to students' enthusiasm to participate in academic activities. Data from eleventh-grade students at SMA Negeri 1 Siempat Nempu were analyzed quantitatively.

The results show that although bullying and learning motivation do not significantly correlate in this setting, there is a complicated and nuanced relationship between these dimensions. It is clear that a variety of factors, such as individual variances and environmental influences, determine how kids react to bullying and how motivated they are to learn.

Although there isn't a clear correlation between bullying and the desire to learn, the study emphasizes how critical it is to deal with bullying in the classroom. In addition to posing serious social and emotional difficulties for children, bullying has the ability to foster a hostile learning environment that may have an adverse effect on wellbeing and academic achievement.

Going forward, it is imperative that educators, legislators, and other relevant parties take proactive steps to stop and deal with bullying in schools. This entails putting evidence-based solutions into practice, creating a supportive school environment, and supporting social-emotional learning programs that provide kids the tools and resources they need to successfully negotiate interpersonal difficulties.

In order to further increase students' motivation to learn, inclusive, supportive learning environments that promote a sense of competence, autonomy, and belonging should be the main focus of such initiatives. Teachers may create a culture of academic engagement and achievement that benefits all students by addressing the root causes of poor motivation.

In conclusion, this study emphasizes the connection between learning motivation and bullying and stresses the significance of implementing a comprehensive strategy to support healthy social relationships, wellbeing, and academic achievement in schools. We can build safer, healthier, and more conducive learning environments that support the academic success of all students by addressing the underlying causes of bullying and increasing kids' enthusiasm to learn.

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