

The Impact of Bullying on Students' Learning Motivation: A Study of Engineering Students at Universitas Pelita Bangsa

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ABSTRACT

Bullying has increasingly become a critical issue in higher education, with potential consequences for students' psychological well-being and academic engagement. This study aims to examine the effect of bullying on students' learning motivation at the Faculty of Engineering, Universitas Pelita Bangsa. A quantitative approach with an associative research design was employed. Data were collected from 111 undergraduate students using a structured questionnaire measured on a five-point Likert scale. The instruments were tested for validity using Pearson product-moment correlation and for reliability using Cronbach's Alpha. Data analysis was conducted through descriptive statistics and simple linear regression. The results indicate that bullying has a negative and statistically significant effect on students' learning motivation ($\beta = -0.177$; $p < 0.05$). The coefficient of determination ($R^2 = 0.039$) shows that bullying explains 3.9% of the variance in learning motivation, while the remaining variance is influenced by other factors not examined in this study. These findings suggest that although learning motivation is shaped by multiple determinants, bullying remains an important social factor that can undermine students' academic motivation. The study highlights the managerial importance of creating a safe and supportive campus environment through clear anti-bullying policies, accessible reporting mechanisms, and strengthened student support services. Despite limitations related to sample scope and self-reported data, this research contributes empirical evidence to the literature on bullying in higher education and provides practical insights for university management in enhancing students' learning motivation.

Keywords: *Bullying; Learning Motivation; University Students; Higher Education; Quantitative Study.*

INTRODUCTION

Bullying has emerged as a significant social and psychological issue that affects individuals across various stages of life, including higher education. Traditionally perceived as a problem confined to primary and secondary schools, bullying is now increasingly recognized as a persistent phenomenon within university environments. This shift challenges the assumption that university students possess sufficient emotional maturity to manage interpersonal conflicts independently. Instead, evidence suggests that bullying remains prevalent in higher education institutions and poses serious threats to students' psychological well-being and academic development.

Bullying in higher education manifests in various forms, including verbal harassment, social exclusion, intimidation, and cyberbullying through digital platforms. The rapid expansion of social media has intensified the prevalence and impact of cyberbullying, making victimization more persistent and difficult to avoid (Kowalski et al., 2018). Unlike school-level bullying, bullying among university students is often normalized or overlooked, as it may be framed as humor, competition, or interpersonal conflict rather than recognized as harmful behavior (Chapell et al., 2006).

Such experiences of bullying can have serious consequences for students' learning motivation. Students who are subjected to ridicule, humiliation, or social isolation frequently experience a decline in enthusiasm for learning, disengagement from academic activities, and reduced academic performance. Recent studies have consistently demonstrated that bullying victimization is associated with academic burnout, lower learning motivation, and weakened academic persistence among university students (Al-Bitar et al., 2021; Bernardo et al., 2022).

Beyond academic outcomes, prolonged exposure to bullying is strongly linked to psychological problems, including stress, anxiety, depression, and low self-esteem. Early research by Olweus (1993) revealed that victims of bullying often suffer from impaired concentration and reduced interest in learning due to continuous psychological pressure. More recent studies confirm that mental health problems significantly mediate the relationship between bullying experiences and decreased learning motivation in higher education contexts (Hernández & Gutiérrez, 2020; Wang et al., 2023).

From a motivational perspective, learning motivation plays a central role in determining students' academic engagement and achievement. According to Self-Determination Theory, motivation is influenced by the fulfillment of basic psychological needs such as autonomy, competence, and relatedness (Deci & Ryan, 2000). Bullying undermines these needs by creating an unsafe and unsupportive academic environment, thereby weakening intrinsic motivation and students' willingness to actively participate in learning activities (Niemiec & Ryan, 2009).

In addition, bullying negatively affects students' sense of belonging and social integration within the campus community. Tinto (2017) emphasizes that students' motivation and persistence in higher education are closely related to their level of academic and social integration. When students feel marginalized due to bullying, their commitment to academic goals diminishes, increasing the risk of disengagement and dropout. Empirical studies have shown that a lack of belonging caused by peer victimization significantly predicts lower learning motivation among university students (Korpershoek et al., 2020; Thomas et al., 2021).

Furthermore, bullying may indirectly reduce learning motivation through its impact on students' academic self-efficacy and self-concept. Bandura (1997) argues that self-efficacy influences the level of effort individuals invest in learning and their resilience in facing academic challenges. Repeated exposure to negative treatment can erode students' confidence in their academic abilities, leading to decreased motivation. Recent findings indicate that academic self-efficacy mediates the relationship between bullying

victimization and learning motivation in higher education settings (Salmivalli & Peets, 2018; Li et al., 2022).

In the Indonesian context, bullying has become an increasingly concerning issue within educational institutions, drawing attention from researchers, policymakers, and the public. National reports indicate that bullying remains one of the most frequently reported forms of violence in educational settings, including at the tertiary level. Data from the Indonesian Child Protection Commission (KPAI) and the Ministry of Education, Culture, Research, and Technology show a consistent rise in reports of psychological violence, verbal abuse, and cyberbullying among students over the past decade. Although much of the existing data focuses on primary and secondary education, recent studies suggest that similar patterns of bullying persist in universities, often manifesting in more subtle and systemic forms such as social exclusion, academic intimidation, and online harassment (Wibowo & Nurhadi, 2020; Sari et al., 2021; UNESCO, 2019). These findings indicate that bullying in Indonesia is not merely an isolated or developmental issue but a structural problem within educational environments that warrants serious academic investigation, particularly at the higher education level.

In recent years, cases of bullying in higher education institutions have increasingly attracted public attention. One widely publicized case occurred at Universitas Udayana (Bali), where a student named Thimothy Ronald reportedly became a victim of bullying by fellow students, resulting in severe psychological distress. This incident highlights that bullying is not limited to earlier stages of education but also occurs in university settings, which are ideally intended to foster intellectual growth, critical thinking, and personal development.

Despite the growing body of international literature examining bullying and its psychological and academic consequences, several significant research gaps remain. First, most existing studies on bullying have predominantly focused on primary and secondary education, while empirical investigations in higher education contexts particularly in developing countries remain relatively limited. This imbalance restricts a comprehensive understanding of how bullying operates and affects students at the university level, where academic demands, social dynamics, and psychological pressures differ substantially from earlier educational stages.

Second, although prior research has established a general association between bullying and negative academic outcomes, many studies emphasize academic performance or mental health indicators rather than learning motivation as a central explanatory variable. Learning motivation is a critical determinant of academic engagement, persistence, and long-term educational success; however, its role as a key outcome variable in bullying research, especially among university students, remains underexplored. Furthermore, few studies have explicitly examined learning motivation within technically oriented academic environments, such as engineering faculties, where competitive climates may intensify peer-related stressors.

Third, in the Indonesian higher education context, empirical evidence regarding bullying among university students is still scarce. Existing studies tend to focus on

descriptive analyses or school-level settings, leaving a lack of quantitative, institution-based research that systematically examines the impact of bullying on students' learning motivation. In particular, there is limited evidence drawn from private universities and engineering faculties, such as Universitas Pelita Bangsa, which represent unique academic and social environments.

Addressing these gaps, the present study seeks to empirically examine the effect of bullying on learning motivation among engineering students at Universitas Pelita Bangsa, Cikarang. By focusing on learning motivation as a key outcome variable and employing a context-specific sample, this study aims to contribute to the enrichment of higher education bullying literature and provide practical insights for developing effective prevention and intervention strategies within Indonesian universities. This research involved 113 students from the Faculty of Engineering, including students from the Engineering, Informatics Engineering, and Civil Engineering study programs. By analyzing the relationship between bullying experiences and learning motivation, this study is expected to contribute both theoretically and practically to the development of anti-bullying strategies and supportive academic environments in higher education institutions.

1.1 Social Phenomenon Framework

This study is presented through a structured social phenomenon framework that illustrates the process and impact of bullying among university students. The framework begins with the social phenomenon of bullying cases among university students, which has increasingly emerged as a critical issue within higher education environments. Bullying behavior on campus manifests in several forms, including verbal bullying (such as mockery, insults, and derogatory remarks), physical bullying (such as pushing or acts of physical aggression), social bullying (including social exclusion, spreading rumors, and gossip), and digital bullying, commonly referred to as cyberbullying, which occurs through social media and online communication platforms.

These various forms of bullying contribute to significant psychological impacts on affected students. Victims often experience fear and anxiety, decreased self-esteem, prolonged stress, and symptoms of depression. In addition, bullying leads to a loss of perceived safety within the campus environment, which further disrupts students' emotional well-being and sense of belonging.

As a consequence of these psychological effects, students' learning motivation declines. This decline is reflected in reduced enthusiasm for attending lectures, decreased concentration during learning activities, increased absenteeism, and a noticeable deterioration in academic performance. The cumulative effects of psychological distress and academic disengagement highlight the seriousness of bullying as a barrier to effective learning in higher education.

Based on this phenomenon, the objectives of the study are to examine the relationship between bullying and students' learning motivation, to provide evidence-based recommendations for bullying prevention and intervention strategies within

university settings, and ultimately to contribute to the improvement of student well-being and academic success.

1.2 Bullying

Bullying is defined as an aggressive behavior that is intentionally and repeatedly carried out by an individual or a group against another individual who is perceived as weaker, either physically or psychologically (Olweus, 1993). This behavior may take the form of physical, verbal, or social aggression aimed at harming the victim or instilling fear. According to Coloroso (2007), bullying is not merely a conflict between individuals but represents an abuse of power that creates an imbalance within social relationships.

One of the most frequently used theoretical frameworks to explain bullying behavior is the power imbalance theory proposed by Olweus (1993), which states that bullying occurs due to disparities in physical strength, social status, or psychological power between the perpetrator and the victim. In addition, Social Learning Theory proposed by Bandura (1977) explains that aggressive behaviors such as bullying can be learned through observation and imitation of behavioral models within one's social environment. Through repeated exposure to aggressive behavior that is rewarded or left unpunished, individuals may internalize bullying as acceptable social conduct.

Olweus (1993) classifies bullying into several main forms: physical bullying, such as hitting, kicking, or pushing; verbal bullying, including mocking, insulting, or using derogatory name-calling; relational or social bullying, such as social exclusion or spreading negative rumors; and cyberbullying, which involves harassment conducted through digital media and online platforms (Willard, 2007).

Several factors contribute to the emergence of bullying behavior, including individual, family, school, and peer-related factors. Individuals with low emotional regulation and limited empathy are more likely to engage in bullying behaviors (Espelage & Swearer, 2003). Furthermore, school or campus environments that are permissive toward violence or lack clear disciplinary policies may reinforce bullying behavior (Rigby, 2008). The consequences of bullying are extensive and affect both victims and perpetrators. Victims may experience psychological problems such as anxiety, depression, and even suicidal ideation (Hawker & Boulton, 2000). Meanwhile, perpetrators are at risk of developing antisocial behaviors and engaging in violent conduct later in life (Olweus, 1993).

1.2.1 Verbal Bullying

Verbal bullying is a form of bullying carried out through spoken or written words intended to hurt, humiliate, or degrade others. This form includes teasing, insults, derogatory name-calling, threats, and sarcastic remarks designed to embarrass the victim (Olweus, 1993). According to Coloroso (2007), verbal abuse can leave deep psychological scars despite the absence of physical injury, as victims often internalize and repeatedly recall the hurtful language they experience.

Verbal bullying is characterized by an intention to cause harm, repeated occurrences, and the presence of an imbalance of power between the perpetrator and the

victim (Rigby, 2008). This type of bullying can occur in various social environments, including schools and universities, and is often motivated by a desire to dominate, control, or socially demean others (Espelage & Swearer, 2003). Although verbal bullying is frequently perceived as a minor or less serious form of aggression, Olweus (1993) emphasizes that its psychological impact can be as severe as that of physical bullying.

The consequences of verbal bullying include decreased self-esteem, emotional distress, anxiety disorders, and depression (Hawker & Boulton, 2000). Victims often experience social insecurity and tend to withdraw from peer interactions and academic environments (Coloroso, 2007). In the long term, such experiences can negatively affect individuals' social development, psychological well-being, and academic motivation.

1.2.2 Physical / Non-Verbal Bullying

Physical or non-verbal bullying refers to aggressive behavior carried out with the intention of causing physical harm or damaging the victim's property. This form includes actions such as hitting, kicking, pushing, slapping, pulling hair, or other physical acts that inflict pain and instill fear (Olweus, 1993). According to Coloroso (2007), physical bullying is often the most visible and easily recognizable form of bullying; however, it is fundamentally rooted in an imbalance of power between the perpetrator and the victim.

Physical bullying is characterized by a clear intention to harm, repeated occurrences, and the presence of unequal power relations within a social context (Rigby, 2008). Perpetrators typically possess physical strength or higher social status compared to their victims. Moreover, physical bullying is frequently carried out in the presence of others as a means of asserting dominance or exercising social control (Espelage & Swearer, 2003).

The consequences of physical bullying are not limited to bodily injuries but also extend to psychological effects, such as fear, trauma, and a diminished sense of safety within social environments (Hawker & Boulton, 2000). Victims often experience concentration difficulties, declining academic performance, and withdrawal from social interactions (Coloroso, 2007). In the long term, exposure to physical bullying may lead to emotional disturbances and the development of aggressive behaviors as a form of coping or self-defense (Rigby, 2008).

1.2.3 Social (Relational) Bullying

Social bullying, also referred to as relational bullying, involves behaviors aimed at damaging an individual's social relationships through exclusion, rumor-spreading, social manipulation, or preventing the victim from being accepted within peer groups (Olweus, 1993). According to Coloroso (2007), social bullying is more subtle than physical or verbal bullying, yet its impact can be equally severe because it targets the fundamental human need for acceptance and belonging.

Social bullying is characterized by behaviors such as isolating the victim, spreading negative gossip, manipulating friendships, or deliberately ignoring the victim's presence within a group (Rigby, 2008). This type of bullying is often indirect and difficult for educators or authorities to detect, as it does not involve overt physical aggression

(Espelage & Swearer, 2003). Hawker and Boulton (2000) note that social bullying frequently occurs in school and university environments as a mechanism of social control to maintain group dominance.

Victims of social bullying often experience loneliness, reduced self-esteem, depression, and social anxiety due to the loss of social support (Hawker & Boulton, 2000). These effects may be more damaging than other forms of bullying, as victims may not immediately recognize that they are targets of social manipulation. Coloroso (2007) emphasizes that prolonged social exclusion can result in long-term trauma and negatively affect individuals' ability to form healthy interpersonal relationships in the future.

1.2.4 Cyberbullying (Digital Bullying)

Cyberbullying is a form of bullying conducted through digital media, such as social networking sites, instant messaging applications, email, online forums, or other communication platforms. Willard (2007) defines cyberbullying as the use of information and communication technologies to intentionally and repeatedly intimidate, humiliate, or harm others. According to Olweus (2012), cyberbullying shares key characteristics with traditional bullying, including intent to harm, power imbalance, and repetition, but occurs within digital spaces that are broader in reach and more difficult to regulate.

Cyberbullying behaviors may include sending insulting messages, spreading rumors online, posting humiliating photos or videos, and deliberately excluding individuals from online groups (Kowalski et al., 2014). A defining feature of cyberbullying is the anonymity of perpetrators and the rapid dissemination of harmful content (Patchin & Hinduja, 2010). Furthermore, victims may continue to experience psychological distress because bullying-related digital content can be repeatedly accessed, prolonging feelings of shame and fear (Smith et al., 2008).

Cyberbullying has been shown to produce severe negative effects on victims' mental health, including anxiety, depression, lowered self-esteem, and suicidal ideation (Kowalski & Limber, 2013). Hinduja and Patchin (2010) also report that victims of cyberbullying are more likely to experience sleep disturbances, reduced academic motivation, and social withdrawal. Unlike traditional forms of bullying, cyberbullying is often permanent and public in nature, as digital traces are difficult to completely erase (Willard, 2007).

1.3 Students' Learning Motivation

Learning motivation refers to the internal and external drives that encourage individuals to engage in learning activities, sustain learning efforts, and direct learning behavior toward achieving specific goals (Sardiman, 2016). According to Uno (2016), learning motivation can be understood as an inner force that generates enthusiasm for learning, determines the direction of learning activities, and maintains consistency in achieving academic performance. In the context of university students, learning motivation is a crucial factor influencing academic success.

Students with high learning motivation tend to demonstrate initiative in independent learning, actively participate in discussions, and effectively overcome challenges encountered during the learning process (Uno, 2016). McDonald (as cited in Sardiman, 2016) categorizes learning motivation into two types: intrinsic motivation, which originates from within the individual—such as curiosity, interest in knowledge, or the desire for personal achievement—and extrinsic motivation, which arises from external factors such as academic grades, rewards, parental encouragement, or social pressure.

Both types of motivation are interrelated and jointly influence students' learning behavior. When intrinsic and extrinsic motivation are balanced, students are more likely to demonstrate optimal academic performance (Schunk, Pintrich, & Meece, 2014). Learning motivation is influenced by various factors, both internal and external (Sardiman, 2016). Internal factors include learning interest, academic aspirations, self-confidence, and psychological conditions, while external factors encompass lecturer support, campus environment, teaching methods, and social relationships with peers.

According to Self-Determination Theory (SDT) proposed by Deci and Ryan (2000), students develop strong learning motivation when their basic psychological needs—autonomy, competence, and relatedness—are fulfilled within the learning environment.

1.3.1 Learning Persistence and Learning Enthusiasm

Learning persistence reflects an individual's ability to maintain consistent effort and perseverance in achieving academic goals. Djaali (2013) defines learning persistence as the attitude of not giving up easily when facing learning difficulties and continuously striving until objectives are achieved. Slameto (2015) adds that learning persistence reflects one's ability to manage time, energy, and cognitive resources consistently in academic activities.

In higher education, learning persistence serves as an important indicator of students' intrinsic motivation (Deci & Ryan, 2000). Students with strong achievement motivation tend to demonstrate higher persistence when facing academic challenges. Learning enthusiasm, on the other hand, refers to emotional and psychological drives that generate eagerness and excitement to learn (Sardiman, 2016). It includes enthusiasm, curiosity, and positive energy that encourage active academic participation.

Uno (2016) states that learning enthusiasm is influenced by two main factors: internal factors such as interest, aspirations, and psychological conditions, and external factors such as environmental support, teaching methods, and social relationships with lecturers and peers. Students with high learning enthusiasm tend to actively participate in lectures, seek additional information independently, and display achievement-oriented learning behaviors (Schunk et al., 2014).

Learning persistence and enthusiasm are closely interconnected. High learning enthusiasm often serves as the foundation for the development of persistence. Robbins and Judge (2017) describe learning enthusiasm as “emotional fuel” that drives

individuals to keep striving, while persistence represents a tangible commitment to continuous effort until desired outcomes are achieved.

Deci and Ryan (2000) further explain that when students experience autonomy, competence, and social relatedness, they are more likely to demonstrate higher enthusiasm and persistence in learning. Consequently, a psychologically supportive academic environment plays a critical role in sustaining students' motivation and perseverance.

1.3.2 Interest in Courses

Learning interest is a key psychological factor influencing both learning processes and outcomes. Slameto (2015) defines interest as a feeling of preference or attraction toward a particular object or activity without external coercion. Winkel (2009) explains learning interest as a tendency that makes individuals feel pleased and motivated to engage actively in learning activities.

In higher education, interest in courses refers to students' attraction to course content, teaching methods, and the relevance of the subject to their academic and career goals (Sardiman, 2016). High learning interest encourages active participation, deeper understanding of materials, and improved learning outcomes.

According to Djaali (2013), students with high interest in a course typically demonstrate enjoyment in learning activities, active involvement in discussions and assignments, learning consistency despite difficulties, and initiative in seeking additional information beyond formal instruction. Research indicates that students with strong learning interest allocate more time to study and exhibit more directed learning behaviors (Schunk et al., 2014).

Learning interest is influenced by internal factors such as talent, motivation, prior experience, and personality, as well as external factors including teaching style, classroom atmosphere, learning media, and the relevance of course content to real-life applications or career prospects (Hurlock, 2009; Sardiman, 2016). Engaging and interactive teaching methods have been shown to enhance students' interest, whereas monotonous instructional approaches tend to reduce learning engagement (Uno, 2016).

1.3.3 Learning Goal Orientation

Learning goal orientation refers to the direction and purpose underlying individuals' engagement in learning activities. Dweck (1986) defines learning goal orientation as the pattern of goals individuals adopt in learning, whether focused on mastery of knowledge or performance outcomes. Schunk, Pintrich, and Meece (2014) describe learning goal orientation as how students perceive their learning objectives—whether to develop competence, demonstrate ability, or avoid failure.

Achievement Goal Theory (AGT), developed by Dweck and Leggett (1988), identifies two primary types of learning goal orientation: mastery goal orientation and performance goal orientation. Students with mastery orientation focus on skill development and conceptual understanding, view mistakes as part of the learning process, and exhibit strong intrinsic motivation (Ames, 1992). In contrast, students with

performance orientation aim to demonstrate competence relative to others or avoid appearing incompetent, which can be divided into performance-approach and performance-avoidance orientations (Elliot & Harackiewicz, 1996).

Learning goal orientation is influenced by internal factors such as intrinsic motivation, self-efficacy, and prior learning experiences, as well as external factors including academic climate, teaching styles, assessment systems, and social pressure (Pintrich, 2000; Schunk et al., 2014). Research consistently shows that mastery-oriented students employ more effective learning strategies, demonstrate greater persistence, and achieve more stable academic outcomes (Schunk et al., 2014).

1.3.4 Learning Independence and Responsibility

Learning independence refers to individuals' ability to regulate, direct, and control their own learning processes without excessive dependence on others. Knowles (1975) defines self-directed learning as a process in which individuals take initiative in planning, implementing, and evaluating their learning activities. Slameto (2015) emphasizes that learning independence is characterized by learning driven by personal awareness rather than external pressure.

Zimmerman (2002) conceptualizes learning independence as part of self-regulated learning, which involves students' ability to monitor, evaluate, and adjust learning strategies to achieve optimal academic outcomes. Independent learners demonstrate goal-setting skills, time management, persistence, and self-evaluation capabilities (Uno, 2016). Learning responsibility refers to individuals' awareness of their academic obligations and the consequences of their learning decisions. Djamarah (2011) defines learning responsibility as the willingness to fulfill academic duties seriously and punctually. Hurlock (2009) notes that learning responsibility develops alongside emotional and social maturity.

Learning independence and responsibility are closely related. Students who are self-directed learners tend to demonstrate strong academic responsibility, including timely task completion and proactive problem-solving (Zimmerman, 2002). Self-Determination Theory further explains that when students' needs for autonomy, competence, and relatedness are met, they are more likely to assume responsibility for their learning (Deci & Ryan, 2000).

Consequently, learning independence fosters responsibility, and responsibility, in turn, strengthens students' independence in achieving academic goals. Students who possess both qualities tend to achieve higher academic performance and are better prepared for professional challenges that require self-directed learning and accountability (Schunk et al., 2014; Uno, 2016).

METHOD

This study employed a quantitative approach using an associative research design to examine the relationship between variables. The research population consisted of all students from the Faculty of Engineering at Universitas Pelita Bangsa, with a total sample of 111 students. The sample was selected using simple random sampling,

ensuring that each member of the population had an equal probability of being included in the study.

Data were collected using a structured questionnaire measured on a five-point Likert scale (1–5), ranging from strongly disagree to strongly agree. The questionnaire was designed to measure two main variables: bullying (X) and students' learning motivation (Y). The collected data were processed using Microsoft Excel and analyzed through descriptive statistical analysis and simple linear regression analysis to determine the effect of bullying on learning motivation.

Prior to hypothesis testing, the research instrument underwent validity and reliability testing to ensure data accuracy and consistency. Validity testing was conducted using the item–total correlation method (Pearson Product-Moment correlation). An item was considered valid if the correlation coefficient (r count) exceeded the critical value of r table at a significance level of 0.05 (Sugiyono, 2017). Validity testing aims to ensure that each questionnaire item accurately measures the intended construct (Azwar, 2012).

Reliability testing was performed using Cronbach's Alpha coefficient, which measures the internal consistency of the instrument. According to Nunnally and Bernstein (1994), a Cronbach's Alpha value of 0.70 or higher indicates that an instrument is reliable and suitable for research purposes. A reliable instrument demonstrates consistent results when administered under similar conditions, thereby enhancing the credibility of the research findings (Ghozali, 2018).

FINDINGS AND DISCUSSION

2.1 Respondent Characteristics

This study involved 112 respondents, all of whom were university students from various study programs. Based on gender distribution, 78 respondents were male (69.6%) and 34 respondents were female (30.4%). These data indicate that the number of male respondents was higher than that of female respondents. The difference in gender composition reflects the characteristics of the population under study, in which male students constitute a larger proportion, particularly within the Faculty of Engineering. Nevertheless, both male and female respondents contributed equally important perspectives in describing experiences and perceptions related to bullying and its influence on students' learning motivation. The inclusion of respondents from both genders is expected to provide a more comprehensive overview of the phenomenon occurring within the campus environment, capturing viewpoints from both male and female students. The gender distribution of respondents is illustrated in the pie chart below.

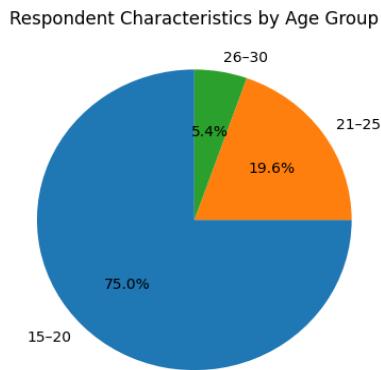


Figure 1. Respondent Characteristics by Gender
Source: Processed research data, 2025

2.1.2 Program Study

This study involved 111 respondents from two study programs within the Faculty of Engineering, namely Civil Engineering and Informatics Engineering. Based on the data collected, 60 respondents (54.1%) were from the Civil Engineering program, while 51 respondents (45.9%) were from the Informatics Engineering program. By involving students from two different engineering disciplines, this study is expected to provide a more representative overview of the social and academic conditions of students within the campus environment. The distribution of respondents by study program is illustrated in the pie chart below.

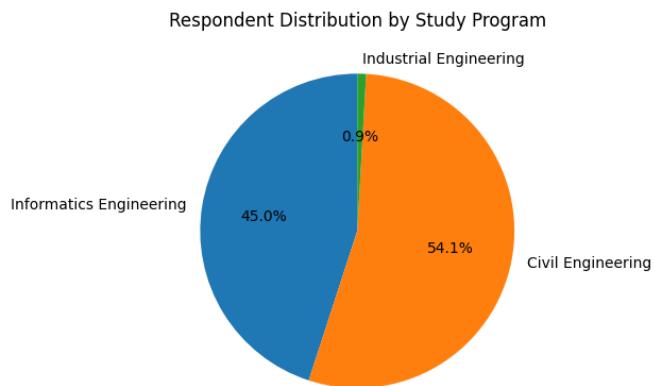


Figure 2. Respondent Distribution by Study Program
Source: Processed research data, 2025

2.1.3 Semester

This study involved 111 respondents consisting of students enrolled in Semester 1, 3, 5, and 7 during the odd semester of the 2025–2026 academic year. Based on the collected data, the majority of respondents were from Semester 5 (43.2%), indicating that most participants had accumulated substantial academic experience and had been exposed to various social interactions within the campus environment. Meanwhile, Semester 1 students accounted for 36.0% of the respondents. This group generally represents new students who are in the process of adapting to university life and the social dynamics of the campus. Students from Semester 3 comprised 20.7% of the respondents, reflecting a cohort that has begun to adjust to academic demands and social interactions in higher education.

Overall, the distribution across semesters shows a relatively balanced representation of students at different stages of their academic journey. This variation enables the study to provide a more comprehensive understanding of the impact of bullying on students' learning motivation across different levels of university study. The semester distribution of respondents is illustrated in the pie chart below.

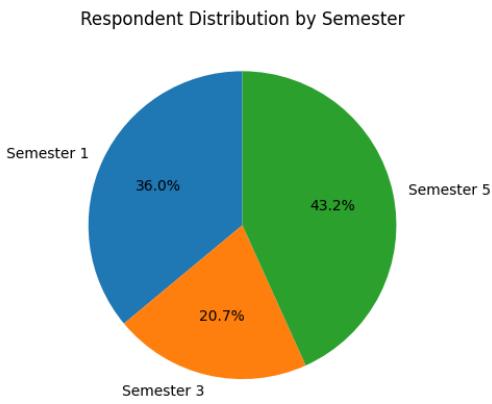


Figure 3. Respondent Distribution by Semester

Source: Processed research data, 2025

2.2 Validity and Reliability Testing

Prior to hypothesis testing, the research instrument was examined for validity and reliability to ensure that all questionnaire items accurately measured the intended constructs and produced consistent results. Validity testing was conducted using the Pearson Product-Moment correlation, while reliability testing was performed using Cronbach's Alpha. The significance level applied in this study was $\alpha = 0.05$.

Table 1. Validity Test Results for Bullying and Learning Motivation Instruments

	Bullying		Learning Motivation				
Item	r-count	r-table	Item	r-count	r-table	Result	
B1	> 0.30	0.184	Valid	M1	> 0.30	0.184	Valid
B2	> 0.30	0.184	Valid	M2	> 0.30	0.184	Valid
B3	> 0.30	0.184	Valid	M3	> 0.30	0.184	Valid
B4	> 0.30	0.184	Valid	M4	> 0.30	0.184	Valid
B5	> 0.30	0.184	Valid	M5	> 0.30	0.184	Valid
B6	> 0.30	0.184	Valid	M6	> 0.30	0.184	Valid
B7	> 0.30	0.184	Valid	M7	> 0.30	0.184	Valid
B8	> 0.30	0.184	Valid	M8	> 0.30	0.184	Valid
B9	> 0.30	0.184	Valid	M9	> 0.30	0.184	Valid
B10	> 0.30	0.184	Valid	M10	> 0.30	0.184	Valid

Note. An item is considered valid if r-count > r-table ($\alpha = 0.05$).

Source: Processed research data, 2025

All items for both variables show r-count values greater than the critical r-table value (0.184), indicating that every item is valid and appropriate for measuring the constructs of Bullying and Learning Motivation.

Table 2. Reliability Test Results (Cronbach's Alpha)

Variable	Number of Items	Cronbach's Alpha	Reliability Status
Bullying	10	≥ 0.70	Reliable
Learning Motivation	10	≥ 0.70	Reliable

Source: Processed research data, 2025

Reliability testing was conducted using Cronbach's Alpha to assess the internal consistency of the questionnaire. According to Nunnally and Bernstein (1994), a Cronbach's Alpha value of 0.70 or higher indicates acceptable reliability. The results show that both the bullying and learning motivation instruments have Cronbach's Alpha values exceeding this threshold, indicating that the instruments are reliable and capable of producing consistent measurements across respondents.

Based on the results of the validity and reliability tests, it can be concluded that the research instruments used in this study are both valid and reliable. Therefore, the questionnaire items are appropriate for further statistical analysis, including descriptive analysis and regression testing.

2.3 The Effect of Bullying on Students' Learning Motivation

To examine the effect of bullying on students' learning motivation, this study employed simple linear regression analysis. Bullying was treated as the independent variable (X), while learning motivation was specified as the dependent variable (Y). The analysis was conducted using data collected from 111 respondents, and the level of statistical significance was set at $\alpha = 0.05$. The regression results provide empirical evidence regarding the direction, magnitude, and significance of the relationship between bullying and students' learning motivation, as presented in Table 3 below.

Table 3. Results of Simple Linear Regression Analysis

Variable	B	Std. Error	t	Sig. (p)
Constant	4.397	0.184	23.863	0.000
Bullying	-0.177	0.084	-2.112	0.037

The results demonstrate that bullying has a negative and significant effect on students' learning motivation ($\beta = -0.177$; $p < 0.05$). Drawing on Olweus' bullying theory and Self-Determination Theory, bullying undermines students' autonomy, competence, and relatedness, thereby reducing intrinsic motivation and academic engagement.

Table 4. Model Summary

R	R Square	Adjusted R Square	F	Sig.
0.197	0.039	0.030	4.462	0.037

Dependent Variable: Learning Motivation

Independent Variable: Bullying

Significance level: $\alpha = 0.05$

The results of this study indicate that bullying has a negative and statistically significant effect on students' learning motivation. The regression coefficient is negative ($\beta = -0.177$; $p < 0.05$), meaning that higher levels of bullying are associated with lower levels of learning motivation among university students. This finding supports previous research and theoretical perspectives that identify bullying as a social stressor with detrimental academic and psychological consequences.

According to Olweus' bullying theory (1993), bullying is a form of aggressive behavior that occurs repeatedly within relationships characterized by an imbalance of power. Victims of bullying experience intimidation, social exclusion, and psychological pressure, which may lead to feelings of insecurity, anxiety, and reduced self-worth. In a university context, such experiences can disrupt students' concentration, academic engagement, and willingness to participate actively in learning activities.

The findings of this study can also be explained through Self-Determination Theory (SDT) proposed by Deci and Ryan (2000). SDT posits that optimal motivation depends on the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. Bullying directly undermines these needs. Students who experience bullying often feel socially rejected (reduced relatedness), doubt their academic abilities (reduced competence), and feel unsafe expressing opinions or taking initiative in class (reduced autonomy).

As a result, students' intrinsic motivation declines, leading to lower enthusiasm for attending lectures, reduced focus during learning, and weaker academic persistence. This aligns with the work of Schunk, Pintrich, and Meece (2014), who argue that unsupportive and threatening learning environments diminish students' motivation and engagement.

The coefficient of determination ($R^2 = 0.039$) indicates that bullying explains 3.9% of the variance in students' learning motivation. While this proportion is relatively small, it highlights that learning motivation is a multidimensional construct influenced by many factors, such as teaching quality, lecturer support, academic climate, and individual psychological conditions. Nevertheless, bullying remains a significant predictor, emphasizing its practical importance in higher education settings.

Overall, the findings underscore the necessity for universities to address bullying proactively. Creating a safe, inclusive, and supportive academic environment is essential to protect students' psychological well-being and sustain their learning motivation. From the perspective of Self-Determination Theory, institutional efforts to prevent bullying and strengthen social support systems are crucial for fulfilling students' basic psychological needs and promoting long-term academic engagement.

CONCLUSION

This study demonstrates that bullying has a negative and statistically significant effect on students' learning motivation at the Faculty of Engineering, Universitas Pelita Bangsa. The findings indicate that bullying functions not only as a social or psychological issue but also as a managerial challenge that can weaken students' academic engagement and motivation if not properly addressed.

From a managerial perspective, the results suggest several actionable implications for university leaders and academic administrators. First, institutions should establish and consistently enforce formal anti-bullying policies that clearly define prohibited behaviors, outline reporting procedures, and specify sanctions. These policies should be actively communicated through student orientation programs, faculty briefings, and digital platforms to ensure awareness across the campus community. Second,

universities should implement confidential and accessible reporting systems, such as online complaint portals or designated counseling units, to encourage students to report bullying without fear of retaliation.

Third, faculty deans and program managers should integrate preventive education and awareness programs, including workshops on respectful communication, peer ethics, and digital conduct, particularly within high-pressure academic environments such as engineering faculties. Fourth, universities should strengthen student support services, including psychological counseling, academic mentoring, and peer-support groups, to help victims of bullying recover emotionally and maintain their learning motivation. Early identification and intervention mechanisms—such as academic advisors monitoring sudden declines in attendance or performance—can play a crucial role in preventing long-term academic disengagement.

Despite these contributions, the study has limitations, as bullying explains only a small proportion of the variance in learning motivation, and the data rely on self-reported measures from a single faculty. Nevertheless, the findings underscore the importance of proactive, institution-wide managerial strategies to create a safe, inclusive, and supportive learning environment. Future research should expand the scope of analysis by incorporating additional motivational factors, longitudinal designs, and diverse institutional contexts to further inform evidence-based managerial decision-making in higher education.

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