

The Relationship between *Verbal Bullying* and Students' Learning Motivation at SMP Negeri 1 Pakis

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Abstract

Verbal bullying is an openly degrading act in the form of unkind calls, taunts and words of a sexual nature that occurs to both boys and girls which is often not realized and occurs because there is no adult supervision. The aim of this research is to find out whether *verbal bullying behavior* has a relationship with students' learning motivation at SMPN 1 Pakis or not. The method used is a quantitative research design with *correlational analytics* using *Pearson Correlation with random sampling techniques*. Based on the results of the *Pearson Correlation test* between the variables *verbal bullying* and learning motivation, a significance value (p) = 0.477 ($p > 0.05$) was obtained, which means the hypothesis is not accepted. The correlation coefficient value is 0.076, which means there is no relationship between the *verbal bullying variable* and learning motivation, which means the hypothesis is not accepted.

Keywords: Bullying; Verbal Bullying; Learning Motivation

1. Introduction

Verbal bullying refers to overt and direct *bullying using verbal aggression such as teasing and name calling* (Forsberg et al., 2024). Meanwhile, according to Astuti and Yusuf (2015), *verbal bullying* is a degrading act by throwing bad nicknames, ridicule, slurs, cruel criticism, insults, as well as uttering words that lead to sexual advances. Jehangir and Musharaf (2021) stated that *verbal bullying* is the most common type of *bullying* faced by boys and girls and usually occurs when adults are not present. *Verbal bullying* is often not realized by many people and victims who experience it often do not know how to deal with *verbal bullying behavior* even though they know that they are being *bullied*. It can be concluded that the definition of *verbal bullying* is overt demeaning actions in the form of bad calls, taunts, and words of a sexual nature that occur to both boys and girls which are often not realized and occur because there is no adult supervision.

Based on data from the Federation of Indonesian Teachers' Unions (FSGI) in the Final Notes for the 2023 Education Year, 30 cases of *bullying were recorded* with a percentage of 80% occurring in educational units under the auspices of the Ministry of Education and Culture and the other 20% under the auspices of the Ministry of Religion. *Bullying* cases occur at the elementary school level as much as 30%, middle school as much as 50%, high school as much as 10%, and vocational school as much as 10% (Detik Edu, 2023). This shows that the level of *bullying* in the education sector is still high, especially at the junior high school level which is the highest percentage of all cases. *Verbal Bullying* is the second highest type of *bullying* with a percentage of 29.3 percent after physical *bullying* (Relawan, 2024). *Verbal bullying* is a type of *bullying* that is often not realized by both the perpetrator and the victim.

Impact of *bullying* felt by student victims is that victims will feel sick, their motivation to go to school will decrease, their academic grades will decrease, and their feelings of panic, anxiety and fear will increase, and they will even have a tendency to end their lives (Diannita, Salsabela, Wijiat, & Margaretha, 2023). Other research also suggests that verbal bullying has the

impact of being easily depressed, anxious, becoming withdrawn, feeling embarrassed, having difficulty socializing, decreasing self-confidence, and being reluctant to come to school (Eka Afriani & Afrinaldi Afrinaldi, 2023). *Verbal bullying* has an impact on a person's emotional condition, such as depression and frustration due to the teasing they receive (Elupe et al., 2022). This can even trigger victims to commit *self-harm* (Gonzalez, 2019). Other impacts that are felt are the emergence of feelings of inferiority, being quiet, not being able to express oneself or one's opinions in a friendly environment, conflicts between students, lack of good communication in the student social environment, resulting in social relations within the school environment not being harmoniously established, which in the end have an effect on school conditions that are both unpleasant and interesting (Ilyas & B, 2023). *So that bullying* behavior can influence the decline in students' learning motivation and achievement at school due to the pain, fear and anxiety they feel as well as the lack of harmony in students' social relations which results in students being reluctant to go to school.

Learning motivation is a tool that drives activities related to targets that must be achieved by individuals who are in the process of education (Addinni Dzulqodwi, 2018). Apart from that, the definition of learning motivation is a factor that can optimize children's abilities and direct children to achieve their goals because without motivation students have difficulty achieving success in learning (Mecca, 2023). Without motivation to learn, students can experience difficulties in completing assignments and optimizing themselves in understanding the material at school. Students with good learning motivation get the stimulus needed to successfully complete each task, achieve goals, or achieve certain competencies in their assignments so that they can achieve academic achievement (Beirami et al., 2014). The academic achievements achieved are obtained from good learning motivation stimuli.

According to Babak et al. (2020), learning motivation refers to internal motivation that directs and encourages a person's behavior towards the learning process, academic achievement and is also influenced by internal and external factors. According to Rosniati (2023), bad influence from peers, lack of support, and lack of a supportive social environment are factors that reduce students' learning motivation. Learning motivation has a significant role in the success of students' learning processes and academic achievements which are influenced by internal and external factors, one of which is the surrounding environment and students' social conditions. In line with what was stated by Muhammad C. Moslem et al., (2019) who explained that student learning motivation is influenced by internal and external factors. Internal factors of student learning motivation are influenced by physical and spiritual conditions, goals/dreams, abilities, and attention. Meanwhile, external factors are influenced by students' environmental conditions, the atmosphere during learning and learning activities, and the teacher's efforts in managing the class.

According to Hazmah B. Uno in Sunarti Rahman (2021), the characteristics of individuals who are motivated to learn are having the desire and desire to succeed, having the drive and need to learn, having goals and hopes for the future, having appreciation for learning, have an interesting desire to learn, and a conducive learning environment. Based on observations carried out at SMPN 1 Pakis, it can be seen that SMPN 1 Pakis students have a habit of being reluctant to go to school or skipping school. Not only that, students also tend to be slow when completing assignments given by the teacher so that assignments are often delayed. Students also often joke during class so that class conditions are not conducive. These conditions indicate that the learning motivation of SMPN 1 Pakis students can be said to be low.

Based on observations that have been carried out, *verbal bullying behavior* is often found at SMPN 1 Pakis. Students often make fun of each other and say rude things to fellow students

and teachers. This action is an act of *verbal bullying* as explained by Pebriana & Supriyadi (2024) in their research, namely that there are five forms of *verbal bullying*, including mocking, calling parents by their names, saying harsh words, cheering and humiliating. This action usually occurs during class time, free time, break time, sports time, or after school time.

The aim of this research is to find out the relationship between *verbal bullying* and student motivation at SMPN 1 Pakis. According to Wardana (2021), *bullying behavior* is related to learning motivation in class VIII students at SMPN 02 Gunung Putri. There is other research that shows victims of *bullying* experience a decrease in learning motivation, which means that *bullying behavior* is related to the learning motivation of students who experience *bullying* (Rahmadanti, 2021). Apart from that, the results of research conducted by Yulia Septiani show that *bullying behavior* is correlated with the learning motivation of victims who experience *bullying* at SMAN 1 Gunung Sugih (Septiani, 2021).

2. Method

The method used in this research is a quantitative research method. According to Sugiyono (2019) quantitative research methods are research methods that are based on the philosophy of positivism, used to research certain populations or samples, collecting data using research instruments, quantitative or artistic data analysis, with the aim of testing predetermined hypotheses. Hypothesis testing in this research was carried out using correlational analytics using *Pearson Correlation*. This research used *random sampling data collection techniques* with 90 people as samples from the population of class VII students at SMPN 1 Pakis. Data was collected using the *Verbal Bullying questionnaire* and the Learning Motivation questionnaire which were tested for reliability first before being distributed. Based on the validity tests that have been carried out, 10 valid items were obtained on the *Verbal Bullying variable* and 21 valid items on the Learning Motivation variable. The data is then processed through descriptive analysis tests, classical assumption tests, and hypothesis tests to find out the relationship between the two variables.

3. Results and Discussion

3.1 Results

3.1.1 Description of Research Respondents

| | | GENDER | | | |
|-------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Man | 53 | 58.9 | 58.9 | 58.9 |
| | Woman | 37 | 41.1 | 41.1 | 100.0 |
| Total | | 90 | 100.0 | 100.0 | |

Table 1: Frequency distribution of respondents by class

| | | CLASS | | | |
|-------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 8A | 11 | 12.2 | 12.2 | 12.2 |
| | 8B | 8 | 8.9 | 8.9 | 21.1 |
| | 8C | 10 | 11.1 | 11.1 | 32.2 |
| | 8D | 9 | 10.0 | 10.0 | 42.2 |
| | 8E | 10 | 11.1 | 11.1 | 53.3 |
| | 8F | 12 | 13.3 | 13.3 | 66.7 |
| | 8G | 9 | 10.0 | 10.0 | 76.7 |
| | 8H | 11 | 12.2 | 12.2 | 88.9 |
| | 8I | 10 | 11.1 | 11.1 | 100.0 |
| | Total | 90 | 100.0 | 100.0 | |

Table 2: Frequency distribution of respondents based on gender

Based on table 1, it was found that 53 respondents (58.9%) were male, while 31 respondents (41.1%) were female. It can be said that male respondents constitute the majority of respondents in this study. Meanwhile, if categorized by class, the majority of respondents came from class 8F, namely 12 respondents (13.3%).

3.1.2 Validity and Reliability Test

In the *Verbal Bullying variable* there are 30 items before being tested for validity. After being tested for validity 4 times, there were 20 items that were invalid, including items 2, 4, 5, 6, 8, 10, 11, 12, 13, 14, 16, 17, 18, 20, 22, 24, 26, 27, 28, and 30 so that the remaining 10 valid items. The results of the questionnaire reliability test obtained a *Cronbach's Alpha value* of 0.804, which means the *verbal bullying scale* is reliable because *Cronbach's Alpha* is >0.6.

In the Learning Motivation variable, there are 28 items before being tested for validity. After being tested for validity twice, there were 8 invalid items, including items 1, 3, 5, 8, 20, 27, and 28, leaving 21 valid items. The results of the questionnaire reliability test obtained a *Cronbach's Alpha value* of 0.875, which is a reliable learning motivation scale because *Cronbach's Alpha* is >0.6.

3.1.3 Normality test

Test of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|------------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Motivasi Belajar | .091 | 90 | .062 | .958 | 90 | .005 |
| Verbal Bullying | .069 | 90 | .200 | .976 | 90 | .090 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3: Normality test results for *Verbal Bullying* and Learning Motivation variables

Judging from the table above, it can be seen that the significance value for the *Verbal Bullying variable* is 0.200 (sig > 0.05) and the significance value for the Learning Motivation variable is 0.062 (sig > 0.05) so it can be said that the two variables are distributed normal.

3.1.4 Linearity Test

ANOVA Table

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|----------------|--------------------------|----------------|----|-------------|-------|------|
| Y * X | Between Groups | (Combined) | 3912.589 | 30 | 130.420 | 1.028 | .454 |
| | | Linearity | 65.768 | 1 | 65.768 | .518 | .475 |
| | | Deviation from Linearity | 3846.821 | 29 | 132.649 | 1.044 | .432 |
| | Within Groups | | 7496.400 | 59 | 127.058 | | |
| | Total | | 11408.989 | 89 | | | |

Table 4: Linearity test results variable *Verbal Bullying* and Motivation Study

Judging from the results of the linearity test, the significance value obtained is 0.432 (sig > 0.05), which means that the *Verbal Bullying variable* is not linearly related to the Learning Motivation variable.

3.1.5 Hypothesis testing

Correlations

| | | Verbal Bullying | Motivasi Belajar |
|------------------|---------------------|-----------------|------------------|
| Verbal Bullying | Pearson Correlation | 1 | .076 |
| | Sig. (2-tailed) | | .477 |
| | N | 90 | 90 |
| Motivasi Belajar | Pearson Correlation | .076 | 1 |
| | Sig. (2-tailed) | .477 | |
| | N | 90 | 90 |

Table 4: Test results of the relationship between *Verbal Bullying* and Learning Motivation

In hypothesis testing, a correlation test was carried out with *Pearson Correlation* because the two variables were normally distributed and linearly related. Based on the results of relationship testing, a correlation coefficient value of 0.076 was obtained. This shows that there is no relationship between *verbal bullying* and learning motivation.

3.2 Discussion

Based on the results of hypothesis testing, it is known that there is no relationship between verbal bullying and learning motivation. There are many factors/conditions that cause these two variables to be unrelated. One of them is the attention given by families to students. This is in accordance with research by Rizqi et al., (2018) , which suggests that one of the factors that influences learning motivation is family factors. The family is the smallest social group in society but has a very large role for students. Therefore, support from the family plays a very important role in raising students' learning motivation so that students can avoid feelings of anxiety and fear due to *the verbal bullying* they experience.

Apart from family, factors that influence learning motivation come from within the student himself, such as a strong desire and drive to learn. This is in line with Agustina's research in Yeni et al., (2022) which states that one of the factors that can influence learning motivation is encouragement and the need to learn. A student's strong drive and need for learning can encourage students to be motivated to learn even though the student is in a bad environment, namely *verbal bullying* .

The absence of a relationship between *verbal bullying* and students' learning motivation is in line with the results of research by Dermawan & Purwati, (2018) which stated that there is no relationship between *bullying* and teenagers' learning motivation at Nurul Ikhsan Middle School, Jakarta. Meanwhile, Nihayatut's (2015) research entitled the influence of bullying behavior on the learning motivation of class VIII students at SMP Negeri 8 Kediri also showed that the hypothesis was rejected . This means that high levels of *verbal bullying behavior* do not affect students' learning motivation.

Research (2014) entitled The Effect of *Bullying* on the Learning Motivation of Class VII Students at SMPN 31 Samarinda stated that bullying behavior is a small factor that influences learning motivation, while most of the others are influenced by other factors such as the presence of greater encouragement in students compared to others. fear and anxiety due to *verbal bullying behavior* . In line with Dewi's (2020) research, *verbal bullying* is one of the causes of decreased student learning achievement because it can affect students' psychology, mental state and learning motivation. Even though in everyday life the level of *verbal bullying* is quite high, this cannot be said to be something that can reduce students' enthusiasm for going to school and threaten their mental health which can result in decreased student motivation to learn. Students tend to consider *verbal bullying behavior* as just a joke between peers.

4. Conclusion

This research examines the relationship between *verbal bullying behavior* and student motivation at SMPN 1 Pakis. The respondents of this research were class VIII students at SMPN 1 Pakis. The aim of this research is to find out whether *verbal bullying* has a relationship with student motivation at SMPN 1 Pakis. The results of this research are that there is no relationship between *verbal bullying* and learning motivation. This is because there are other factors that determine the level of student motivation to learn, including family and strong encouragement within oneself. Apart from that, students tend to think of this behavior as just a joke between peers.

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