

The Impact of Verbal Bullying on Learning Motivation in Middle School Students

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Abstract

Verbal bullying occurs when someone uses verbal power to intimidate others who are perceived as weak. The purpose of this study is to determine the influence of verbal bullying on the learning motivation of eighth-grade students at SMPN 1 Pakis. This research employs correlation methods and simple linear regression data analysis. The sampling technique used is simple random sampling with a total of 90 students. The instruments used in this research are the learning motivation scale and the verbal bullying scale. The research instruments have passed validity and reliability tests. The results of the study show that verbal bullying has an effect on students' learning motivation, as indicated by the hypothesis test which shows 0.000 less than 0.05. The regression coefficient is positive and the hypothesis can be accepted. This study highlights the importance of providing guidance and counseling services that can help reduce verbal bullying, thereby enhancing learning motivation.

Keywords: verbal bullying; learning motivation

1. Introduction

Learning motivation is a state within an individual where there is an urge to do something to achieve a goal. According to McDonald in Kompri (2016), motivation is a change in energy within a person's body marked by the emergence of affective (feelings) and reactions to achieve goals. Thus, the emergence of motivation is marked by a change in energy within a person, which can be conscious or unconscious. According to Woodworth (1995) in Wina Sanjaya (2010), a motive is a set that can make an individual perform certain activities to achieve a goal. Therefore, motivation is the drive that can induce certain behaviors directed towards the achievement of specific goals. The behavior or actions shown by someone in an effort to achieve certain goals greatly depend on the motive they possess. As Arden (1957) in Wina Sanjaya (2010) expressed, the strength or weakness of the effort made by someone to achieve a goal will be determined by the strength or weakness of the motive they have.

When someone learns, their habits (such as beliefs, interests, and values) and skills (such as their capacity to complete various types of tasks) undergo transformation. This study aims to investigate the impact of verbal bullying on the learning motivation of middle school students. Verbal bullying occurs when someone uses verbal power to intimidate others who are perceived as weak. The prevalence of verbal bullying in schools can have detrimental effects on students' learning motivation, resulting in decreased interest and engagement in academic tasks.

Adequate facilities and infrastructure are needed so that good and normative learning can take place, and a supportive atmosphere is also very important for students to learn. Learning is a process that requires motivation. When someone is enthusiastic about something, they seem to have their own energy flowing through their body; we don't always know where the energy comes from or how long it will last.

According to Wangarso (2020), students' social environment can significantly influence their motivation to learn. Strong social bonds, such as those that develop between educators and their students, are the result of friendly communities. If we want the best results in education, we need to ensure that both teachers and students are highly motivated to learn as much as they can. To get maximum results from one's educational efforts, strong intrinsic and extrinsic motivation is needed (Sari, 2020).

Students' ability to develop motivation to learn can also be influenced by an unsupportive social environment; The circle of friends at school is one example. Usually, they engage in inappropriate conversations or joke too much among themselves, such as calling him by his parents' names. They may not consider it bullying if they treat the situation as a joke, but it has the potential to demoralize the child. A student may feel discouraged and even hesitant to learn as a consequence of this.

Repeated and persistent hostile actions or behavior carried out by a person or group against a helpless victim is known as bullying. According to this definition, bullying occurs when an aggressive person repeatedly targets a vulnerable person without the victim putting up a fight. Negative peer pressure and bullying can have a detrimental impact on student morale and motivation, making the classroom an unpleasant place to learn. Biggs and Tefler believe that when students' enthusiasm for learning decreases or is even absent, their activity will also decrease, leading to poor learning outcomes (Rahman et al., 2018).

According to statistical data released by the Indonesian Child Protection Commission (KPAI), there were more than 226 incidents of physical and psychological violence, including bullying, in 2022, and the number of these cases is still increasing (BBC News Indonesia, 22/07/2022). Additionally, 41.1% of Indonesian students reported having been targets of bullying, according to statistics published by the Program for International Students Assessment (2018). In the same year, out of 78 countries, Indonesia was ranked fifth highest in terms of bullying incidents in schools. Ironically, this happens in what should be a friendly and supportive place for children to learn and grow intellectually for the future, namely the classroom.

There is evidence that violence or bullying occurs in the school environment, both among students and among teachers. This supports the idea that bullying is a real problem. Bullying victims are more likely to be between thirteen and eighteen years old, which is the key period nature of a person's life, when their identity is still developing. For the most part, adolescence is the culmination of previous developmental stages. This is because the norms established in previous stages are tested and confirmed during adolescence, resulting in a more developed personality in the following years.

As a result, learning motivation, an important component in the implementation of the learning process and student achievement, will be hampered if bullying behavior is present in the student's school environment. When students lose interest in learning, their drive to learn will decrease, and when their interest in learning decreases even lower, their activity will decrease, leading to poor learning outcomes.

Bullying at school has a big influence on student motivation, according to Maghfiroh's research (in Utami et al., 2023). For simple reasons, bullying is bad and can reduce student motivation. When bullied students fail to complete their work, teachers can punish them. It is clear from the actions and effects of bullying that it reduces students' enthusiasm for learning and lowers their academic performance.

Research in the field of education suggests that addressing verbal bullying through appropriate guidance and counseling services can help mitigate its negative effects

and enhance students' learning motivation. This paper explores the correlation between verbal bullying and learning motivation among eighth-grade students at SMPN 1 Pakis, utilizing correlation methods and simple linear regression data analysis to determine the extent of the impact. The findings highlight the importance of implementing effective interventions to reduce verbal bullying and support students' academic success.

2. Method

The type of research used in this research is quantitative research using Simple Linear Regression Analysis techniques (Sugiyono, 2010). Simple linear regression analysis is a relationship between an independent variable and a dependent variable, namely (X) and (Y). This simple linear regression analysis is used to determine the direction of the relationship between the independent variable and the dependent variable, whether positive or negative and to predict the value of the dependent variable if the value of the independent variable increases or decreases.

Data collection in this study used an adoption questionnaire that had received approval from the owner. A sample of 90 students with a population of class VIII SMP Negeri 1 Pakis was determined using random sampling techniques. According to Sugiyono (2019), simple random sampling (simple random sampling) This technique is used because sampling is carried out without paying attention to strata in the population and is carried out randomly.

Data collection in this research used a questionnaire and the data analysis tests used were normality, linearity and hypothesis testing. This research data was processed and analyzed using descriptive analysis and inferential statistics. Descriptive analysis is carried out by describing the data that has been collected without making general conclusions, while inferential analysis is carried out by testing the research hypothesis using the Pearson Product Moment correlation test. Hypothesis testing in this research uses the Pearson Product Moment correlation method to test the relationship between variable X, namely Verbal Bullying, and variable Y, namely Learning Motivation (Singamurti & Anggraini, 2022).

3. Results and Discussion

3.1 Result

In this study, 2 questionnaires were used, namely verbal bullying and learning motivation. The questionnaire was given on May 25 and 26 2024 with a total of 90 class VIII students as respondents. The following are the classes that participated in this research:

Table 1 Number of Respondents

Class	Total
8A	10 Siswa
8B	10 Siswa
8C	10 Siswa
8D	10 Siswa
8E	10 Siswa

8F	10 Siswa
8G	10 Siswa
8H	10 Siswa
8I	10 Siswa

Based on the data above, 10 students were taken per class with a total of 90 students from all classes VIII with the number of women being 41.1% and men being 58.9%. Students come from a mixture of class VIII with class classifications, namely 12.2% from class VIII A, 8.9% from class VIII B, 11.1% from class VIII C, 10% from class VIII D, 11.1 from class VIII E, 13.3% from class VIII F, 10% from class VIII G, 12.2% from class VIII H and 11.1% from class VIII I.

3.1.1 Classic Assumption Test

The purpose of this assumption test is to identify whether the research data for the two variables - Learning Motivation and Bullying - follows a normal distribution. The purpose of the linearity test, which was carried out using SPSS Statistics 25, was to identify whether the Bullying data was linearly correlated with the Learning Motivation data.

1. Normality Test

To make a decision, researchers conducted a normality test. If the significance value is more than 0.05, it indicates that the data is normal. Conversely, if it is less than 0.05, it indicates that the data is not normal.

Table 2 Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VERBAL BULLYING	,102	90	,022	,980	90	,171
MOTIVASI BELAJAR	,099	90	,029	,967	90	,023

a. Lilliefors Significance Correction

Verbal bullying has a significance level of $0.022 > 0.05$ and $0.171 > 0.05$, in accordance with the findings of the normality test, as shown in the table above. Both 0.029 and 0.23 are more than 0.05, indicating that desire to learn is significant. The data follows a normal distribution, as seen below.

2. Linearity Test

Finding linear relationships between variables based on statistically significant values is the goal of a linearity test. Important values form the basis of linearity test decisions.

Variables are considered related or linear if the sig value is more than or equal to 0.05; conversely, no relationship between variables is indicated if the sig value is less than or equal to 0.05.

		Sum of Squares	df	Mean Square	F	Sig.
MOTIVASI BELAJAR * VERBAL BULLYING	Between Groups (Combined)	8377,622	42	199,467	1,599	,059
	Linearity	43,625	1	43,625	,350	,557
	Deviation from Linearity	8333,997	41	203,268	1,629	,053
Within Groups		5863,533	47	124,756		
Total		14241,156	89			

Sig value. Deviation from Linearity is 0.053 > 0.05 based on the findings of the Linearity Test. This shows that the data follows a linear pattern, or the correlation between the impact of verbal bullying on students' willingness to learn is linear.

3. Hypothesis testing

Hypothesis testing follows the declaration of normal relationships between variables in data testing. Basic regression tests are used to evaluate hypotheses.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
HASIL	Equal variances assumed	1,608	,206	-33,519	178	,000	-51,78889	1,54505	-54,83787	-48,73991
	Equal variances not assumed			-33,519	171,587	,000	-51,78889	1,54505	-54,83865	-48,73913

There is no significant difference between verbal bullying and learning motivation, because the sig. less than 0.05, in accordance with the data shown above. By analyzing this data, it can be concluded that bullying has a negative effect on the learning motivation of class VIII students. The hypothesis tested produced a significant value of less than 0.05, meaning that bullying does have an effect on this variable.

3.2 Discussion

The results of the research conducted found that there was no significant difference between verbal bullying and learning motivation, because the sig. less than 0.05, in accordance with the data shown above. By analyzing this data, it can be concluded that bullying has a negative influence on the learning motivation of class VIII students at SMP Negeri 1 Pakis. The hypothesis tested produced a significant value of less than 0.05, meaning that bullying does have an effect on this variable.

Based on the results above, it can be said that verbal bullying influences the learning motivation of class VIII students at SMPN 1 Pakis which can also be influenced by several factors in the school environment and students' homes. The results of the questionnaire from this research also show that students' learning motivation is low so they are lazy to do schoolwork. This is indicated by the value in the teacher's accumulated assignment data where some students are still empty so they have to be billed repeatedly and their time to submit assignments is very long which is not in accordance with the agreement.

Based on observations and short interviews with several students, the thing that influences them to carry out verbal bullying is because they respond to teasing from friends and join in. They do not yet understand what talents and interests they have and are less motivated in their academic fields. Therefore, the motivation to learn that they have is considered lacking or negative.

Students who carry out verbal bullying mostly use derogatory words about their parents' names and harsh words. After this happens, they will continue to argue with each other until they forget the assignments directed by the class teacher. In this case, teachers need to pay more supervision and attention to events that occur in the school environment. Bullying behavior can cause a decrease in students' learning motivation. Students who are often victims of bullying tend to feel insecure, anxious and uncomfortable in the school environment. This has a negative impact on their interest in learning and results in a decrease in overall learning motivation.

Bullying can also cause students to feel inferior and doubt their abilities. Students who experience bullying often feel worthless and inadequate, which impacts their self-confidence in facing academic tasks. This feeling of inferiority can reduce students' learning motivation. They may be reluctant to participate in class discussions, work in groups, or take risks in trying new things. This lack of participation can hinder learning and reduce students' motivation to learn. Therefore, this is more visible in class VIII students due to the large number of student reports and guidance and counseling at school. (Amaliyah et al., 2023)

These findings prove research (Asikin, 2022) which states that bullying behavior is one of the external factors that influences students' interest in learning. Students who experience negative bullying behavior will result in these students having low interest in learning, being lazy and not even willing to do lesson assignments and not being enthusiastic about learning, on the other hand, students who do not experience positive bullying behavior

will have a high interest in learning, have Strong willingness to learn, serious and full of enthusiasm.

Based on the results of research conducted by Auldila, it was concluded that bullying that occurs in the school environment is due to a lack of knowledge possessed by students which has a negative impact on these students. For the world of education, guidance and counseling should be able to contribute in providing knowledge about matters related to bullying and it should be prevented by providing education to female students, such as by providing information services, group guidance services, content mastery services and individual counseling services. With these findings, Guidance and Counseling teachers can use the results of this research as a reference to prevent or reduce bullying in schools so that not many female students become victims of bullying. (Auldila, 2024)

So based on the research results, providing guidance and counseling services can be an alternative method for students. Guidance and counseling can reduce students' verbal bullying and then increase their learning motivation. The recommended service to overcome this problem is to provide counseling services first for students who have problems. BK teachers or counselors at school will always help students to become better and improve their quality.

4. Conclusion

Research test findings show that verbal bullying has a significant effect on students' motivation to learn. The results of this hypothesis test show that verbal bullying at SMP Negeri 1 Pakis has an effect on the learning motivation of class VIII students. In this research, providing guidance and counseling services can be an alternative method for students. Guidance and counseling can reduce students' verbal bullying and then increase their learning motivation.

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