

The Relationship between Bullying Victimization and Academic Achievement among Adolescents in Malang

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ABSTRACT

Background: Adolescents who experience bullying may face various psychological and social consequences that can potentially affect their learning process at school. Being a victim of bullying may lead to fear, discomfort, and decreased learning motivation, which may ultimately influence students' academic achievement.

Purpose: This study aimed to examine the relationship between bullying victimization and students' academic achievement.

Methods: The study was conducted in 2019 at SMP Negeri 5 Kepanjen, East Java, Indonesia. This study employed a cross-sectional design with a total sample of 283 respondents selected using purposive sampling based on predetermined criteria. The bullying victim instrument used in this study is a modified version of the Revised Cyber Bullying Inventory (RCBI) and the Adolescent Peer Relations Instrument (APRI) to measure bullying victimization and the midterm examination scores to assess students' academic achievement. Descriptive analysis was conducted to describe the characteristics of bullying victimization and students' academic achievement, while the correlation analysis was performed using Spearman Rank.

Results: The results showed that most respondents experienced low levels of bullying victimization with moderate academic achievement, accounting for 99 respondents (34.9%). The Spearman Rank correlation test indicated a statistically significant but weak negative correlation between bullying victimization and academic achievement ($r = -0.174$, $p = 0.003$), indicating that higher exposure to bullying is associated with slightly lower academic performance.

Conclusion: The findings indicate that bullying victimization is associated with students' academic achievement. Therefore, schools are expected to strengthen supervision, create a safe and supportive learning environment, and provide assistance for students who experience bullying in order to minimize its negative impact on the learning process.

Keywords: Achievement, Adolescent, Bullying, Mental Health

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BACKGROUND

Bullying is a psychosocial problem that remains a major challenge in the educational environment and mental health of adolescents globally. Bullying has been shown to have multidimensional impacts, not only on psychological aspects but also on adolescents' academic development, including decreased time management and self-regulation skills in learning (Solas-martínez, Rusillo-magdaleno and Garrote-jurado, 2025). Although research on bullying has advanced rapidly, many studies still emphasize psychological consequences, while exploration of its impact on academic achievement remains limited and incomplete (Riffle *et al.*, 2021; Zhang, 2024).

Globally, bullying is a phenomenon with a relatively high prevalence among adolescents. A global study involving more than 600,000 respondents reported that approximately 25% of adolescents had experienced bullying victimization (April *et al.*, 2025; Han, Ye and Zhong, 2025). Another study by Isabella *et al.*, (2023) also reported that approximately one-third of school-aged students had experienced bullying at least once during their educational period. Data from the Institute of Education Sciences, (2024), covering 83 countries, indicated that around 30% of adolescents reported experiencing bullying in the school environment. The high prevalence suggests that bullying is a cross-national problem occurring in both developed and developing countries (Biswas *et al.*, 2020; April *et al.*, 2025). In addition, several studies have shown that bullying incidents tend to increase during early to middle adolescence when peer interactions and peer group pressures become more prominent (Darmaki, Sabbah and Haroun, 2022).

A number of studies have examined the relationship between bullying experiences and academic achievement, but the findings show considerable variation. Furthermore, most studies still view the relationship as a direct association, without adequately considering the complexity of the underlying mechanisms, such as cognitive and motivational factors that play a role in the learning process (Samara *et al.*, 2021). Several studies have shown that victims of bullying experience decreased academic achievement, where this relationship is partly mediated by cognitive and motivational factors, such as decreased learning motivation and academic engagement, and is exacerbated by impaired concentration during the learning process (Samara *et al.*, 2021; Defriyanto *et al.*, 2024; Syahrudin *et al.*, 2025). However, recent research suggests that the relationship between bullying and academic achievement is not always direct, but rather occurs through indirect mechanisms involving psychological and motivational factors, such as sense of belonging, self-esteem, and academic engagement (Ren, Chen and Zhao, 2025; Varlik *et al.*, 2026). This inconsistency suggests that the relationship between bullying and academic achievement is not yet fully understood.

In addition, most of the empirical evidence regarding school-based mental health still comes from developed countries, so its application in developing countries needs to take into account differences in education systems, the social context of schools, and the availability of mental health support (Aston, Raniti and Shinde, 2023). This limits the generalizability of the findings, particularly when applied to a country context like Indonesia. In various global contexts, bullying is often underreported due to psychosocial barriers such as stigma, low trust in reporting systems, and limited support mechanisms within schools (Al-ketbi, 2025). In the Indonesian context, the problem of bullying is exacerbated by limited support systems and suboptimal reporting mechanisms, which results in a lack of effective case handling (Dewanto, Widhowatim and Ariyamang, 2024). Limited school-based mental health support can hinder addressing the impact of bullying on student well-being and potentially disrupt the learning process (Yosep and Hikmat, 2023). Differences in socio-cultural context, peer interaction patterns, and the dynamics of the school environment in Indonesia have the potential to

influence how bullying occurs (Borualogo and Casas, 2022). Dalam budaya kolektivistikThe peer environment plays an important role in the dynamics of bullying, because social pressure from groups can encourage teenagers to participate in bullying as a form of adjustment and an effort to gain social acceptance (Aisyah *et al.*, 2025).

Therefore, understanding the relationship between bullying and academic achievement cannot rely solely on findings from other countries but requires specific, contextualized studies. Given this gap, this study is crucial to provide more contextual empirical evidence regarding the relationship between the experience of being a victim of bullying and academic achievement in adolescents in Indonesia. This research not only contributes to enriching the literature, which is still dominated by studies from developed countries, but also provides a more comprehensive understanding of how bullying impacts academic functioning in the local context. Furthermore, the results of this study are expected to serve as a basis for developing more effective, contextualized, and socio-culturally sensitive school-based interventions, thereby supporting psychological well-being while improving students' academic achievement.

OBJECTIVE

This study aimed to examine the relationship between bullying victimization and academic achievement among adolescents at SMP Negeri 5 Kepanjen, Malang.

METHODS

Design and Samples

This study employed a quantitative research design with a cross-sectional approach to explore adolescents' experiences as victims of bullying and their academic achievement. The study was conducted in 2019 at SMP Negeri 5 Kepanjen, East Java, Indonesia. A total of 283 students who met the research criteria and completed the questionnaire participated in this study. The inclusion criteria were students enrolled at SMP Negeri 5 Kepanjen who were willing to participate in the study and had obtained permission from their guardians (parents) and the school authorities. The exclusion criteria included students who were ill and unable to complete the questionnaire, students who filled out the questionnaire incorrectly, and students who were taking examinations at the time of data collection. The sample size was determined using the Slovin formula, which indicated a minimum required sample of 253 adolescents. Ethical approval for this study was obtained prior to data collection.

Research instrument and Data Collection

The data collection process was assisted by two enumerators. Questionnaires were distributed to students in selected classes at SMP Negeri 5 Kepanjen after obtaining official permission from the school principal. Before completing the questionnaire, students were provided with information regarding the purpose of the study, its benefits, the procedures for completing the questionnaire, and the participation agreement through informed consent from both parents and the school authorities. After receiving the explanation and agreeing to participate, students were asked to complete the questionnaire as part of the research data collection process. The bullying victim instrument used in this study is a modified version of the Revised Cyber Bullying Inventory (RCBI) and the Adolescent Peer Relations Instrument (APRI) which has been adapted to the research context with a total of 46 questions. This modified instrument covers four main dimensions of bullying, physical physical, verbal, psychological, and cyberbullying. Since the instrument was originally developed in English, an adaptation process was conducted before it was used in the main study. This process included translation, validity testing, and reliability testing.

The initial step involved translating the instrument from English into Indonesian by a language expert. Subsequently, a back-translation process was conducted with the assistance

of a supervisor with expertise in mental health to ensure the equivalence of meaning between the translated version and the original instrument. After the translation process was completed, a pilot test was conducted on 30 respondents to assess the validity and reliability of the instrument. Construct validity was tested using the Pearson Product Moment correlation. The results showed that most items had calculated r-values higher than the r-table value. Out of the total items tested, 37 items were declared valid, while 9 items did not meet the validity criteria and were therefore excluded (items number 6, 9, 11, 17, 21, 23, 27, 32, and 40). The invalid items were revised based on the supervisor's suggestions to better fit the respondents' context. After revision, the modified items were reinserted into the questionnaire and used for the main data collection.

Reliability analysis showed a Cronbach's alpha of 0.910, which indicates excellent internal consistency. Thus, the Indonesian version of the Revised Cyber Bullying Inventory (RCBI) and the Adolescent Peer Relations Instrument (APRI) was deemed appropriate for use in this study. This modified questionnaire uses a likert scale. The scale consists of four response categories: very often (more than six times in the past six months), often (four to five times in the past six months), sometimes (one to three times in the past six months), and never. This scale was used to measure the intensity of bullying experiences during the past six months. The questionnaire includes indicators and items covering four types of bullying: physical bullying, verbal bullying, psychological bullying, and cyberbullying. Academic achievement was assessed based on students' midterm examination scores. The scores were categorized into five levels of academic performance: very good, good, fair, poor, and very poor. These categories were determined using a standardized scoring classification. A score ranging from 81 to 100 was classified as very good, 73 to 80 as good, 65 to 72 as fair, 57 to 64 as poor, and 0 to 56 as very poor. This categorization was used to provide a clearer description of students' academic performance levels.

Data Analysis

Data were analyzed using SPSS version 16 for Windows. Respondents' demographic information, characteristics of bullying victimization, and academic achievement data were analyzed using descriptive statistics and presented in frequency distribution tables.

Ethical Consideration

Ethical approval for this study was obtained from the Health Research Ethics Committee of the Faculty of Medicine, Universitas Brawijaya, with approval number 300/EC/KEPK-S1-PSIK/11/2019. Ethical considerations were implemented throughout the study, and informed consent was obtained from the respondents, their parents or guardians, and the school authorities prior to participation. This study upheld the principle of anonymity by assigning anonymous identifiers to respondents in place of their actual identities, thereby safeguarding participant confidentiality.

RESULTS

Tabel 1. Data Demografi Responden

Respondent Characteristic	Frequency	Persentase
Gender		
Male	127	44,9
Female	156	55,1
Age		
Early Adolescence	277	97,9
Late Adolescence	6	2,1
School Absenteeism		

Absent	184	65
Not Absent	99	35
Reasons for Absence		
Fear of Bullying	5	1,8
Other Reasons	180	63,6
No Absence	98	34,6
Living with Parent		
Yes	242	85,5
No	41	14,5
Total	283	100

Table 1 presents the characteristics of the respondents. More than half of the participants were female (55.1%). Most respondents were in early adolescence (97.9%). During the previous six months of the learning period, 65% of students reported having been absent from school. The most commonly reported reason for absence was categorized as other reasons (63.6%). In addition, the majority of respondents lived with their parents (85.5%).

Table 2. Characteristics of Bullying Victims in Students in SMP Negeri 5 Kepanjen

	Frequency	Percentage
Characteristics Of Bullying Victims		
Low	257	90,8
Moderate	25	8,8
High	1	0,4
Types Of Bullying Victims		
Bullying Physical		
Low	222	78,4
Moderate	54	19,1
High	7	2,5
Verbal Bullying		
Did Not Experience Verbal Bullying	21	7,4
Low	219	77,4
Moderate	41	14,5
High	2	0,7
Cyberbullying		
Did Not Experience Cyberbullying	42	14,8
Low	217	76,7
Moderate	23	8,1
High	1	0,4
Mental Bullying		
Did Not Experience Mental Bullying	169	59,7
Low	109	38,5
Moderate	5	1,8
Total	283	100

Table 2 presents the distribution of respondents based on their experiences as victims of bullying. The majority of respondents were categorized as having low levels of bullying victimization, accounting for 90.8% of the participants. Based on the type of bullying, the most frequently reported form was physical bullying in the low category (78.4%). Furthermore, verbal bullying was reported at a low level by 77.4% of respondents, followed by cyberbullying, which was also reported at a low level by 76.7% of respondents. Meanwhile, regarding mental bullying, most respondents were not categorized as experiencing this type of bullying (59.7%). These findings indicate that bullying experiences among respondents were more commonly manifested in physical and verbal forms compared to mental bullying.

Tabel 3. Distribution Data on Adolescent Learning Achievement in SMP Negeri 5 Kepanjen

Academic Achievement Category	Frequency	Percentage
Excellent	32	11,3
Good	39	13,8
Fair	109	38,5
Poor	92	32,5
Very Poor	11	3,9
Total	283	100

Based on Table 3, the distribution of respondents' academic achievement shows that the fair achievement category had the largest proportion, accounting for 38.5% of the respondents. However, the proportion of respondents categorized as having poor academic achievement was also relatively high, reaching 32.5%. These findings indicate that a considerable proportion of respondents still demonstrate academic performance that has not yet reached an optimal level.

Tabel 4. Results of Correlation Analysis between Bullying Victims and Academic Achievement

Academic Achievement	Victim of Bullying						Total	
	Low		Medium		High		F	%
	F	%	F	%	F	%		
Excellent	32	11,5	0	0	0	0	32	11,5
Good	35	12,6	4	1,4	0	0	39	14
Fair	99	34,9	10	3,5	0	0	109	38,4
Poor	78	27,5	13	4,5	1	0,3	92	32,3
Very Poor	10	3,5	1	0,3	0	0	11	3,8
Total	254	90	28	9,7	1	0,3	283	100
					Coefficient Correlation (r)		P Value	
					-0,174		0,003	

Table 5 shows the relationship between bullying victimization and the respondents' academic achievement. The Spearman Rank correlation test indicated a statistically significant but weak negative correlation between bullying victimization and academic achievement ($r = -0.174$, $p = 0.003$), indicating that higher exposure to bullying is associated with slightly lower academic performance. Although the relationship found was statistically significant, the weak strength of the correlation suggests that its significance has limited practical significance. This

indicates that bullying contributes only a small amount to the variation in academic achievement, suggesting that other factors are likely more influential.

DISCUSSION

This study revealed a significant correlation between bullying victimization and adolescents' academic performance at SMP Negeri 5 Kepanjen ($r = -0.174$, $p = 0.003$), indicating that higher exposure to bullying is associated with slightly lower academic performance. The relatively weak relationship in this study indicates the presence of factors beyond the variables studied. These factors, including decreased motivation to learn, high absenteeism rates, health conditions, and family support, have the potential to influence student academic achievement (Samara *et al.*, 2021; Klein, Sosu and Dare, 2022). The effect of bullying victimization on decreased learning achievement is in line with previous research showing that involvement in school bullying and cyberbullying is associated with decreased learning motivation, which can lead to low academic self-esteem and poorer academic performance, which ultimately affects students' engagement in the learning process. (Solasmartínez, Roldán-roldán and Moyano-muñoz, 2025).

The findings also indicated that a considerable proportion of students (65%) reported being absent from school during the last six months of the academic period. Among the reported reasons for absenteeism, approximately 5% of respondents stated that they were afraid of experiencing bullying again. This suggests that bullying victimization may contribute to increased school absenteeism. Students who experience bullying tend to be absent from school more frequently because they feel unsafe in the school environment compared to students who do not experience bullying (Steiner and Rasberry, 2022).

One mechanism that may explain this relationship is the increase in school absenteeism due to fear or anxiety experienced by victims of bullying (Sobba, 2019). Repeated absences may prevent students from participating in classroom learning activities, such as teacher explanations and academic discussions, which can ultimately affect their academic performance (Saadia, Ibrahim and Omer, 2024). Furthermore, being a victim of bullying may negatively affect students' psychological well-being, particularly by increasing levels of stress and anxiety (Ajibewa *et al.*, 2025). In the present study, the majority of respondents who experienced low levels of bullying achieved moderate academic performance (34.9%).

However, this study also found that among students who experienced low levels of bullying, 11.5% achieved excellent academic performance. This finding suggests that the relationship between bullying victimization and academic achievement is not always direct. Previous studies indicate that the impact of bullying on academic achievement is often mediated by cognitive and motivational factors, such as learning motivation, self-efficacy, and school engagement (Samara *et al.*, 2021). In addition to internal factors related to students, external factors such as social support also play an important role. A strong sense of belonging to the school and participation in positive school activities can help students remain motivated and maintain their academic performance despite experiencing bullying (Ajibewa *et al.*, 2025).

CONCLUSION

This study indicates that experiences of bullying victimization are associated with lower academic achievement among students; however, the strength of this association was weak. Therefore, the findings should be interpreted with caution, as they do not imply a direct causal relationship. Bullying experiences may be related to feelings of fear and discomfort within the school environment, which could partially explain the observed association by reducing students' engagement in learning activities. In addition, previous studies have suggested that bullying may be linked to increased absenteeism and reduced academic participation, which in

turn may be associated with lower academic performance, although such mechanisms were not directly examined in this study.

Given the weak magnitude of the association, academic achievement is likely influenced by multiple factors beyond bullying, including family support, school environment, learning motivation, cognitive abilities, and psychological well-being. Despite these limitations, the findings highlight the importance of creating a safe and supportive school environment. Schools are encouraged to strengthen supervision, provide appropriate support for students experiencing bullying, and promote collaborative roles among teachers, school counselors, and parents. Furthermore, the development of comprehensive bullying prevention strategies, including anti-bullying education, counseling services, and effective reporting systems, may help support students' well-being and academic engagement.

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CONFLICTS OF INTEREST

The authors declare that they have no conflicts of interest related to this study, including financial, personal, or institutional relationships that could have influenced the work reported in this article.

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