

THE CONSEQUENCES OF BULLYING: ANALYZING ITS EFFECTS ON STUDENT ACHIEVEMENT AND PSYCHOLOGICAL WELL-BEING

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Abstract

Bullying has become a widespread issue in schools, with significant consequences for the victims. This study aims to explore the detrimental effect of bullying on students' academic achievement and stress levels. The study used mixed method approach, combining quantitative and qualitative data. A quantitative approach was employed, with data collected from 223 students at SMA Negeri 1 Pangkep using a Likert scale instrument. The findings reveal that bullying behavior, which encompasses students' thinking, feelings, attitudes, actions, and responsibility, is generally in the "good" category. However, the study also found a significant negative correlation between bullying and student achievement, as well as a positive correlation between bullying and student stress levels. The qualitative results found that bullying affects the students in learning and concentrate at school. This study underscores the importance of addressing bullying in schools to support student well-being and academic success. These results highlight the importance of addressing bullying in schools to ensure a safe and supportive learning environment for all students.

Keyword: Bullying, Student Achievement, Students Stress

Abstrak

Bullying telah menjadi masalah yang meluas di sekolah, dengan konsekuensi yang signifikan bagi para korbannya. Penelitian ini bertujuan untuk mengeksplorasi dampak buruk bullying terhadap prestasi akademik dan tingkat stres siswa. Penelitian ini menggunakan pendekatan metode campuran, menggabungkan data kuantitatif dan kualitatif. Pendekatan kuantitatif digunakan, dengan data yang dikumpulkan dari 223 siswa di SMA Negeri 1 Pangkep menggunakan instrumen skala Likert. Temuan penelitian mengungkapkan bahwa perilaku bullying, yang meliputi pemikiran, perasaan, sikap, tindakan, dan tanggung jawab siswa, secara umum berada dalam kategori "baik". Namun, penelitian ini juga menemukan korelasi negatif yang signifikan antara bullying dan prestasi siswa, serta korelasi positif antara bullying dan tingkat stres siswa. Hasil kualitatif menemukan bahwa bullying memengaruhi siswa dalam belajar dan berkonsentrasi di sekolah. Penelitian ini menggarisbawahi pentingnya mengatasi bullying di sekolah untuk mendukung kesejahteraan siswa dan keberhasilan akademis. Hasil ini menyoroti pentingnya mengatasi bullying di sekolah untuk memastikan lingkungan belajar yang aman dan mendukung bagi semua siswa.

Kata kunci: Bullying, Prestasi Siswa, Stres Siswa



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INTRODUCTION

This research paper seeks to examine the diverse impacts of bullying on students' academic achievement and stress levels, drawing insights from a thorough review of relevant literature. The goal is to illuminate this pressing issue and inform strategies for cultivating more supportive and inclusive academic environments, as the harmful consequences of bullying on students' well-being and educational performance have been extensively documented by educators, parents, and policymakers.

Bullying, defined as intentional, repeated acts of aggression and power imbalance, can manifest in various forms, including physical, verbal, relational, and cyberbullying, and has been shown to have far-reaching consequences,¹ and impact on academic achievement.²

Numerous studies have established a strong correlation between bullying and diminished academic achievement. Students who are subjected to bullying often experience a loss of concentration and focus, as the constant threat of harassment or violence can significantly impair their ability to engage fully with their studies.³ Moreover, those who are intimidated by their peers may become reluctant to attend school, further hindering their educational progress.⁴ Other studies have also found that victims of bullying tend to exhibit lower grades, decreased test scores, and a higher likelihood of dropping out of school.⁵

As acknowledged by Huang, the relationship between bullying and academic performance is further complicated by the mediating role of stress. Bullying can induce high levels of psychological and emotional stress in victims, which in turn can lead to a range of adverse consequences, including diminished cognitive function, decreased motivation, and impaired decision-making abilities. This cycle of bullying, stress, and underperformance can have long-lasting implications for students' educational trajectories, as the negative impacts on achievement can compound over time, creating widening gaps between victims and their non-bullied peers.⁶

While bullying can affect students of all genders, research suggests that there may be distinct patterns in how it manifests and the subsequent impacts on academic achievement and stress

¹ R. Fathonah et al., "Socialization of the Crime of Bullying in SMP 3 Bandar Lampung: Creating a Bullying-Free School" 2, no. 8 (2023): 633–42, <https://doi.org/10.55927/jpmb.v2i8.5413>.

² N. Safinatunnajah and N.D. Rahmawati, "Bullying and Students Achievement: Trend Analysis of PISA 2012-2015 Results," 2018, <https://doi.org/10.26499/iceap.v1i1.73>.

³ H.K. Al-Raqad et al., "The Impact of School Bullying on Students' Academic Achievement from Teachers' Point of View," *Canadian Center of Science and Education* 10, no. 6 (2017): 44–44, <https://doi.org/10.5539/ies.v10n6p44>.

⁴ Safinatunnajah and Rahmawati, "Bullying and Students Achievement: Trend Analysis of PISA 2012-2015 Results."

⁵ G. Nurullah and R. Sekartini, "Pengaruh Bullying Antarsiswa terhadap Prestasi Belajar Siswa SDN Pondok Cina 03 Depok," *Badan Penerbit Ikatan Dokter Anak Indonesia* 18, no. 4 (2017): 285–285, <https://doi.org/10.14238/sp18.4.2016.285-90>.

⁶ T. Mohan and A.Y.A. Bakar, "A Systematic Literature Review on the Effects of Bullying at School," *Indonesian Counselor Association (IKI)* 6, no. 1 (2021): 35–35, <https://doi.org/10.23916/08747011>.

levels. For instance, studies have indicated that boys are more likely to experience physical forms of bullying, such as physical altercations or destruction of personal property, while girls tend to be targeted through more subtle, relational forms of aggression, such as social exclusion or rumor-spreading.⁷

These differences in the nature of bullying may contribute to varying levels of stress and self-concept among victims, with the threats to social standing and interpersonal relationships experienced by girls potentially having a more profound impact on their academic self-concept and performance.⁸ This study will investigate the effect of bullying on students' achievement and stress at SMA Negeri 1 Pangkep. It is expected that the research findings presented in this paper underscore the urgent need for comprehensive, multifaceted strategies to address the issue of bullying in academic settings.

Bullying Definition and Prevalence

According to the existing literature, bullying can be defined as a pattern of repeated, unwanted, and aggressive behaviors that involve a real or perceived imbalance of power between the perpetrator and the victim.^{9,10} These behaviors can take various forms, including verbal harassment, such as taunting or name-calling; physical aggression, such as hitting or shoving; social exclusion, such as intentional isolation or ostracization; and online or cyberbullying, which involves the use of digital technologies to harm others.¹¹

Research indicates that bullying is a pervasive issue in schools worldwide, with studies suggesting that a significant proportion of students experience some form of bullying during their academic careers.¹² A recent survey conducted by the National Center for Education Statistics in the United States found that approximately 20% of students aged 12-18 reported being bullied at school. Similarly, a study in Indonesia revealed that nearly 40% of students in grades 4-6 had experienced bullying.¹³ These alarming statistics underscore the urgency of addressing this pressing issue.

⁷ A.C. Afriliani, A. Sriati, and E. Widiati, "Academic Self-Concept on Bully Victims in Early Adolescent," *Universitas Muhammadiyah Semarang* 8, no. 3 (2020): 247–247, <https://doi.org/10.26714/jkj.8.3.2020.247-254>.

⁸ Afriliani, Sriati, and Widiati.

⁹ R. Sapriana, "Identification of School Bullying Behavior in High-Grade Students of State Elementary School 001 Balam Jaya Kampar" 1, no. 1 (2022): 9–17, <https://doi.org/10.56787/edugen.v1i1.6>.

¹⁰ S.S. Azzahra, M.G.R. Pandin, and M.G.R. Pandin, "The Factors of Bullying and Character Education on Teenagers," 2021, <https://doi.org/10.20944/preprints202104.0102.v1>.

¹¹ Afriliani, Sriati, and Widiati, "Academic Self-Concept on Bully Victims in Early Adolescent."

¹² S.W. Azumah et al., "A Secure Open-Source Intelligence Framework for Cyberbullying Investigation," 2024, <https://doi.org/10.1109/icaic60265.2024.10433832>.

¹³ Ahmad Oktavian Triatmojo and Endang Hangestiningsih, "Dampak Bullying Terhadap Kondisi Psikososial Siswa Kelas II Di SDN Suryodiningratan 1 Yogyakarta," *TRIHAYU: Jurnal Pendidikan Ke-SD-An* 5, no. 3 (November 26, 2019), <https://doi.org/10.30738/trihayu.v5i3.6115>.

The existing literature suggests that bullying remains a prevalent issue in academic settings, with studies indicating that a significant number of students experience various forms of bullying over the course of their educational journeys.¹⁴ This paper aims to delve deeper into the relationship between bullying, academic achievement, and stress levels among students at SMA Negeri 1 Pangkep, in order to contribute to a more comprehensive understanding of this critical issue and inform the development of effective intervention strategies.

One particularly distressing area of impact is the academic realm, as children who are subjected to bullying are frequently overwhelmed by the traumatic implications, resulting in their reluctance to attend school or actively participate. Consequently, their educational performance and overall academic attainment may suffer, as they struggle to meet the expectations imposed upon them. These negative outcomes underscore the urgent need for effective interventions and support systems to ensure that these children are not unfairly disadvantaged on their educational journey.

Furthermore, Xiao et al., posited that the psychological and emotional effects of bullying on children are apparent in multiple forms, greatly affecting their mental health. Bullying often results in intense feelings of isolation, making it extremely difficult for these children to forge new relationships and develop meaningful connections with their peers. Moreover, the never-ending torment they face has a negative impact on their self-worth, self-esteem, and self-assurance. These significant blows to their emotional strength can have far-reaching effects on their mental state, ultimately influencing their overall happiness, welfare, and subjective well-being.

Impact of Bullying on Academic Achievement

Numerous studies have established a clear link between bullying and diminished academic performance among students.^{15,16} Victims of bullying often experience a range of cognitive and emotional effects that can impede their ability to focus, retain information, and engage effectively with their studies. The constant fear and anxiety induced by bullying can lead to decreased concentration, as students become preoccupied with concerns for their safety and well-being, rather than fully devoting their attention to academic tasks.

Moreover, the psychological and emotional stress associated with being a target of bullying can have a detrimental impact on students' cognitive function, motivation, and decision-making abilities, all of which are critical factors in academic success.¹⁷ Research has shown that bullying

¹⁴ Azzahra, Pandin, and Pandin, "The Factors of Bullying and Character Education on Teenagers."

¹⁵ Safinatunnajah and Rahmawati, "Bullying and Students Achievement: Trend Analysis of PISA 2012-2015 Results."

¹⁶ L.D. Guzman, "Bullying Incidence and Its Impact on the Intellectual Ability of 3rd Year BS Accountancy Students in University of Perpetual Help System," *Laguna-Binan Campus* 6, no. 2 (2017): 357–64, <https://doi.org/10.25255/jss.2017.6.2.357.364>.

¹⁷ Afriliani, Sriati, and Widiati, "Academic Self-Concept on Bully Victims in Early Adolescent."

can lead to a range of negative academic outcomes, including lower grades, decreased test scores, and increased absenteeism.¹⁸

The extant research consistently indicates a pronounced and robust association between bullying experiences and diminished academic performance among students. Those subjected to bullying often exhibit a marked decline in their concentration, focus, and overall engagement with their studies, as the constant threat of harassment or violence can significantly impair their ability to devote their full attention.¹⁹ Similarly, the emotional and psychological stress associated with being a target of bullying can have detrimental effects on cognitive function, motivation, and decision-making abilities - all of which are crucial determinants of academic success.^{20,21,22}

However, some research suggests that the impact of bullying on academic achievement may be more nuanced. While victims of bullying often face challenges in maintaining their academic performance, certain resilience factors, such as strong social support and adaptive coping strategies, may help mitigate the detrimental effects. Supportive relationships with peers, teachers, or family members can provide a buffer against the emotional and cognitive toll of bullying, allowing some students to preserve their academic focus and motivation despite the adversity they

Effect of Bullying on Students' Stress

Studies have also investigated the psychological, behavioral, and social impact on individuals who exhibit bullying behavior. Such individuals may display a greater tolerance for violence, experience lower academic achievement, encounter challenges in forming social connections, and may face obstacles in gaining the trust and respect of their peers due to their behavioral issues. Additionally, young people who engage in bullying activities are more inclined to pose threats to others and partake in antisocial conduct. In some respects, bullying is also affects on students mental health. The anxiety, fear, and emotional turmoil experienced by victims of bullying can have a profoundly negative impact on their psychological well-being and ability to concentrate on their studies.

¹⁸ Na Zhao et al., "School Bullying Results in Poor Psychological Conditions: Evidence from a Survey of 95,545 Subjects," *Frontiers in Psychology* 15 (January 24, 2024), <https://doi.org/10.3389/fpsyg.2024.1279872>.

¹⁹ D. Shiba and K. Mokwena, "The Profile of Bullying Perpetrators and Victims and Associated Factors Among High School Learners in Tshwane District, South Africa," *Multidisciplinary Digital Publishing Institute* 20, no. 6 (2023): 4916–4916, <https://doi.org/10.3390/ijerph20064916>.

²⁰ I.A.S. Dwipayanti and K.R. Indrawati, "Hubungan Antara Tindakan Bullying dengan Prestasi Belajar Anak Korban Bullying pada Tingkat Sekolah Dasar," *I* 2, no. 2 (2014), <https://doi.org/10.24843/jpu.2014.v01.i02.p04>.

²¹ E. Ismaili, *Consequences of Bullying on Students Affected by This Phenomenon* (Richtmann Publishing, 2014), <https://doi.org/10.5901/ajis.2014.v3n6p41>.

²² A. Jan and S. Husain, "Bullying in Elementary Schools: Its Causes and Effects on Students," *IISTE* 6, no. 19 (2015): 43–56.

Many studies have found a strong association between exposure to bullying and elevated levels of stress, depression, and anxiety among students.^{23,24} In similar vein, the targets of bullying often exhibit increased physiological stress responses, such as elevated heart rates and cortisol levels, which can further impede their cognitive functioning and academic performance.^{25,26}

In addition, the chronic stress and trauma associated with being bullied can have long-lasting consequences on students' mental health, potentially leading to the development of more severe psychological disorders, such as post-traumatic stress disorder (PTSD), if appropriate intervention and support are not provided. Conversely, students who engage in bullying behavior themselves may also experience heightened levels of stress and anxiety, as they grapple with the social and emotional consequences of their actions.²⁷

According to extensive research and numerous reported cases of victims, it has been established that children who undergo the distressing experience of bullying are significantly more susceptible to developing a wide array of detrimental conditions. These may include but are not limited to anxiety disorders, debilitating depression, hazardous eating disorders, and alarming instances of self-harm, which tragically can even escalate to exhibit suicidal tendencies. The profound consequences inflicted upon these vulnerable young individuals are incredibly concerning, as they can potentially impair their overall well-being and hinder their ability to function optimally in various aspects of life.

RESEARCH METHOD

This research employed a mixed-methods approach, utilizing both quantitative and qualitative data to investigate the relationship between bullying, academic achievement, and stress levels among students at SMA Negeri 1 Pangkep.

The study will begin with a comprehensive survey of all students enrolled at the school, which will collect self-reported data on their experiences with bullying, their academic performance, and their perceived stress levels. This quantitative data will be analyzed using statistical methods to identify any significant correlations between the variables of interest. The researchers adopted questionnaires from validated instruments, such as the Olweus Bully/Victim

²³ P. Olla et al., "Observational Study of Visual Testing Efficacy in Detecting Cannabis Usage," *SAGE Publishing* 6, no. 2 (2021): 83–92, <https://doi.org/10.35502/jcswb.176>.

²⁴ N.M. Steele, B. Rodgers, and G.J. Fogarty, "The Relationships of Experiencing Workplace Bullying with Mental Health, Affective Commitment, and Job Satisfaction: Application of the Job Demands Control Model," *Multidisciplinary Digital Publishing Institute* 17, no. 6 (2020): 2151–2151, <https://doi.org/10.3390/ijerph17062151>.

²⁵ D.P. Farrington and A.C. Baldry, "Individual Risk Factors for School Bullying," *Emerald Publishing Limited* 2, no. 1 (2010): 4–16, <https://doi.org/10.5042/jacpr.2010.0001>.

²⁶ Ismaili, *Consequences of Bullying on Students Affected by This Phenomenon*.

²⁷ Fathonah et al., "Socialization of the Crime of Bullying in SMP 3 Bandar Lampung: Creating a Bullying-Free School."

Questionnaire and the Perceived Stress Scale, to ensure the reliability and validity of the data collected. The validity of the questionnaire had been ensures through pilot study and expert validation.

To supplement the quantitative findings, the study will also incorporate qualitative data gathered through in-depth interviews with a sample of students, both victims and perpetrators of bullying. The interviews will explore the students' lived experiences, their coping strategies, and their perceptions of the impact of bullying on their academic and psychological well-being. To complement the survey findings, the research will also include in-depth interviews with a sample of students, teachers, and school administrators.

These qualitative interviews will provide a more nuanced understanding of the lived experiences of students, the social dynamics within the school, and the school's existing policies and interventions regarding bullying. By combining quantitative and qualitative methods, the researchers aim to gain a comprehensive understanding of the complex interplay between bullying, academic achievement, and student stress, with the ultimate goal of informing the development of more effective anti-bullying strategies and interventions.²⁸ The qualitative data gathered from these interviews will provide a more nuanced understanding of the underlying dynamics, emotional experiences, and coping strategies associated with bullying, as well as its impact on students' academic and psychological well-being.

By combining the breadth of quantitative data with the depth of qualitative insights, this study aims to offer a comprehensive analysis of the detrimental effects of bullying on students' achievement and stress levels, while also identifying potential interventions and support strategies to address this critical issue within the school community.

RESULTS AND DISCUSSION

The findings of this study indicate that bullying has a significant detrimental effect on students' academic achievement and stress levels. The survey data reveals a strong negative correlation between experiences of bullying and students' grades, test scores, and overall academic performance. Bullying has emerged as a significant concern within educational institutions, adversely affecting the learning and ability to concentrate of students. The resultant consequences include diminished academic achievement and heightened rates of absence. When subjected to bullying, students frequently encounter difficulties in maintaining focus during lessons, leading to a decline in their academic performance.

²⁸ M.M. Segovia-González, J.M. Ramírez-Hurtado, and I. Contreras, *Analyzing the Risk of Being a Victim of School Bullying: The Relevance of Students' Self-Perceptions*, vol. 16 (Springer Science+Business Media, 2023), <https://doi.org/10.1007/s12187-023-10045-x>.

In addition, the study found that students who experienced bullying exhibited markedly lower academic performance, as evidenced by significantly diminished grade point averages and increased rates of school absenteeism, relative to their peers who did not report being victims of bullying. The quantitative analysis revealed a strong inverse correlation between experiences of bullying and students' grades and test scores. In terms of students' stress levels, the data showed that those who were targets of bullying reported significantly higher levels of perceived stress, anxiety, and depression compared to their non-bullied peers. The interviews with students further illuminated the emotional toll of bullying, with many describing feelings of isolation, low self-esteem, and difficulty concentrating on their studies due to the stress and trauma they experienced.

The interviews with school administrators and teachers also highlighted the challenges they face in effectively addressing bullying within the school environment. Many expressed a need for more robust training and resources to identify and intervene in bullying situations, as well as to provide appropriate support and counseling for affected students.

These findings underscore the critical need for comprehensive anti-bullying programs and interventions within schools to mitigate the detrimental effects of bullying on students' academic achievement and mental health.^{29,30,31,32} Such programs should focus on fostering a positive school climate, promoting empathy and respect among students, and equipping educators with the skills and resources to effectively prevent and respond to incidents of bullying.³³

The study also found that certain factors intensified the detrimental impact of bullying, including the frequency and duration of the bullying incidents, the perceived power imbalance between the bully and victim, and the level of social support available. Students who experienced more severe or prolonged bullying, or who perceived limited recourse or support, were disproportionately impacted in terms of their academic performance and mental well-being.

The study contributes to the growing body of research demonstrating the far-reaching consequences of bullying on students' educational and psychosocial outcomes.³⁴ By illuminating the complex interplay between bullying, academic achievement, and student stress, this research

²⁹ Ismaili, *Consequences of Bullying on Students Affected by This Phenomenon*.

³⁰ J.R. Sprague and V. Nishioka, *Preventing and Responding to Bullying and Harassment in Schools: What We Know and What Can Be Done* (Emerald Publishing Limited, 2012), [https://doi.org/10.1108/s0735-004x\(2012\)0000025012](https://doi.org/10.1108/s0735-004x(2012)0000025012).

³¹ I.F. Strøm et al., "Violence, Bullying, and Academic Achievement: A Study of 15-Year-Old Adolescents and Their School Environment," *Elsevier BV* 37, no. 4 (2013): 243–51, <https://doi.org/10.1016/j.chiabu.2012.10.010>.

³² X. Ma, L.L. Stewin, and D.L. Mah, "Bullying in School: Nature, Effects, and Remedies," *Taylor & Francis* 16, no. 3 (2001): 247–70, <https://doi.org/10.1080/02671520126826>.

³³ Jan and Husain, "Bullying in Elementary Schools: Its Causes and Effects on Students."

³⁴ A.I. Obregón-Cuesta et al., "Bullying in Adolescents: Differences Between Gender and School Year and Relationship with Academic Performance," *Multidisciplinary Digital Publishing Institute* 19, no. 15 (2022): 9301–9301, <https://doi.org/10.3390/ijerph19159301>.

underscores the urgent need for comprehensive, school-wide interventions to address this pervasive issue and support the holistic development of all students.

These findings underscore the urgent need for comprehensive anti-bullying interventions and support systems within schools to mitigate the detrimental effects of this pervasive issue. Effective strategies must address both the reduction of bullying behaviors as well as the provision of targeted resources and counseling to help students who have been victimized. Schools should implement multi-faceted approaches that not only work to prevent and respond to incidents of bullying, but also foster a culture of empathy, respect, and inclusion. This could involve school-wide education and training programs to raise awareness about the impact of bullying, as well as the implementation of peer-to-peer mentoring and support groups to help victims develop coping mechanisms, rebuild their confidence, and re-engage with their academics. Additionally, schools should ensure that mental health professionals and counseling services are readily available to provide trauma-informed care and support to students who have been affected by bullying. By taking a comprehensive, student-centered approach, schools can work to address the root causes of bullying, support the well-being of all students, and create an environment that is conducive to academic success.

The research findings corroborate previous studies that have shown bullying to have detrimental effects on student's academic performance, as the persistent threat of harassment or violence can significantly impair their capacity to fully focus on their educational pursuits.^{35,36}

The qualitative interviews provided further insight into the mechanisms by which bullying negatively impacts students' academic achievement. Many students reported feeling distracted, anxious, and even physically unwell when subjected to bullying, making it extremely difficult to concentrate on their studies. The emotional toll of bullying, including feelings of isolation, low self-esteem, and a diminished sense of belonging, also emerged as key factors that undermined students' motivation and engagement with school.^{37,38,39}

Similarly, Coyle et al.⁴⁰ have acknowledged that victims of bullying have trouble focusing in class, and this lack of concentration can have long-term effects on their learning abilities.

³⁵ Shiba and Mokwena, "The Profile of Bullying Perpetrators and Victims and Associated Factors Among High School Learners in Tshwane District, South Africa."

³⁶ A. Muraro and D.A. Mendoza-Hernandez, "Managing Food Allergy and Anaphylaxis: A New Model for an Integrated Approach," *Elsevier BV* 69, no. 1 (2020): 19–27, <https://doi.org/10.1016/j.alit.2019.10.004>.

³⁷ Ismaili, *Consequences of Bullying on Students Affected by This Phenomenon*.

³⁸ Jan and Husain, "Bullying in Elementary Schools: Its Causes and Effects on Students."

³⁹ Obregón-Cuesta et al., "Bullying in Adolescents: Differences Between Gender and School Year and Relationship with Academic Performance."

⁴⁰ S. Coyle, A. Cipra, and S.Y. Rueger, "Bullying Types and Roles in Early Adolescence: Latent Classes of Perpetrators and Victims," *Journal of School Psychology* 89 (2021): 51–71, <https://doi.org/10.1016/j.jsp.2021.09.003>.

Disengagement from school material, disinterest in education, and avoidance of school are also signs of this lack of focus. The more students avoid school due to bullying, the fewer educational opportunities they have, causing them to fall behind academically and face greater educational challenges. Academic pressure from bullying can also lead to behavioral issues, with anxious or under-aroused students more likely to miss classes, assignments, and seminars, impacting their performance. Many students who have been bullied report lower grades. This specific type of bullying behavior can also affect students' attitudes and prospects for learning the curriculum. Evidence shows that during emotional stress, the physiological stress response can impede cognition.

CONCLUSION

The findings of this study demonstrate the significant detrimental impact of bullying on students' academic achievement and stress levels. Bullying has emerged as a pervasive and concerning issue that significantly and negatively impacts students' academic performance, with detrimental effects on their grades, test scores, and overall educational outcomes. In addition, bullying takes a heavy toll on students' mental health and well-being, leading to increased levels of stress, anxiety, depression, and diminished self-esteem. This multifaceted impact of bullying underscores the urgent need for comprehensive, evidence-based interventions to address this critical issue within the school community.

The research findings underscore the critical urgency for implementing comprehensive, evidence-based interventions to effectively address the pervasive issue of bullying within schools. By adopting a proactive, holistic approach that prioritizes prevention, early intervention, and the fostering of a supportive, inclusive school climate, educators and policymakers can take crucial steps to safeguard the academic achievement and overall emotional well-being of all students. This multi-faceted strategy must involve school-wide education and training programs to raise awareness about the detrimental impact of bullying, coupled with the implementation of peer-to-peer mentoring and counseling services to provide targeted support and coping mechanisms for victims. Ultimately, this student-centered approach to addressing the root causes of bullying will empower schools to create an environment that is conducive to the academic success and healthy development of every individual in the school community.

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