Relationship between Bullying Stress and Student Learning Outcomes

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Abstract: This study is motivated by the prevalence of bullying behavior often found in schools, which negatively impacts victims, particularly causing stress both in the short and long term. Therefore, the aim of this study is to determine whether there is a significant relationship between stress due to bullying and learning outcomes. It employs a quantitative approach using a correlational method, involving 238 grade VIII students. From the population, a sample of 110 students who had experienced bullying was selected using a purposive sampling method. The instrument utilized to measure stress due to bullying was the bullying stress scale developed by the researcher, based on stress aspects according to Sarafino. To assess student learning outcomes, the researcher conducted a documentation study using student report cards. The research hypothesis was tested using Product Moment Correlation analysis. The results reveal a negative correlation coefficient of -0.325 between stress due to bullying and learning outcomes, with a significance value (sig.) of 0.001, which is smaller than the specified significance level. Thus, it can be concluded that there is a significant relationship between the level of stress experienced by students and the level of learning outcomes achieved, indicating that higher levels of stress are associated with lower learning outcomes. Future research could explore the efficacy of intervention programs aimed at reducing bullying-induced stress and improving learning outcomes among students.

INTRODUCTION

Numerous studies have indicated that the development of students' personalities is significantly shaped by their environment (Entwisle, 2018; Ahmad et al., 2018). A supportive and conducive environment is crucial for effective learning. Both homes and educational institutions need to provide the necessary stimuli for learning experiences. Given that students spend the majority of their time at school, the school environment significantly influences performance through aspects such as curriculum, teaching methods, and social interaction. As students are the backbone of the nation, maintaining a healthy school environment is essential. Students play a central role in every educational interaction process as they are the primary participants and beneficiaries of learning activities, shaping the direction and outcomes of the educational experience (Arsa & Adiarta, 2017; Nasution et al., 2024).

The junior high school period is a time when adolescents enter an early development phase that progresses rapidly in various aspects, such as physical, emotional, intellectual, and social
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At this stage, adolescents typically undergo significant emotional development, often manifesting in negative expressions such as aggression. Hormonal changes play a pivotal role in intensifying adolescents' aggressiveness and irritability (Dewi et al., 2019).

One aggressive behavior that often occurs among students is bullying. The term "bullying" refers to the act of bullying and suppressing weaker individuals. According to Volk et al. (2014), bullying can be defined as aggressive actions aimed at harming others, occurring in situations of power imbalance. Power imbalances can arise due to physical strength, social status within a group, or group size, such as when larger groups target individuals. Additionally, power can be gained by exploiting an individual's vulnerabilities, including appearance, learning difficulties, family situation, or personal characteristics, and utilizing that knowledge to harm them (Menesini & Salmivalli, 2017).

Bullying can take direct forms, involving physical and verbal aggressive acts such as beatings, theft, or insults. It can also manifest in indirect forms, characterized by social exclusion (e.g., refusal to play or not being invited) and rumor spreading (Wolke & Lereya, 2015). Recently, there has been increased interest in cyberbullying, broadly defined as a form of bullying that occurs through electronic media, such as cell phones or the internet (Patchin & Hinduja, 2015). According to Armitage (2021), sexual harassment, also known as sexual bullying, involves sexually intrusive behavior towards another person.

According to Prasetyo as mentioned in Kartianti (2017), the term bullying is used to refer to aggressive behavior carried out by an individual or group of individuals repeatedly against another individual or group of individuals who are more vulnerable, with the aim of harming the victim both physically and mentally.

Bullying can manifest in the form of physical violence such as blows, abuse, or injury, and also in verbal forms such as taunts, mockery, insults, and mental or psychological damage (Sari & Azwar, 2018). Bullying behavior is not only caused by individual characteristics but also influenced by various relationships with peers, family, teachers, neighbors, and interactions with societal influences such as media and technology. Peer witnesses who engage in bullying are also at risk of facing negative consequences (Swearer & Hymel, 2015).

Data released by the National Commission on Child Protection (KPAI) in 2017-2018 in the context of education, shows that cases of child abuse or bullying recorded the highest number with a percentage of 77% (47.9%). According to KPAI data, 84% of bullying cases occur in children aged between 12 and 17 years (Sutriyawan & Sari, 2020). Experts (Septiyuni et al., 2015) state that school bullying is a form of aggressiveness between students that has the most detrimental impact on victims.

Victims of bullying also experience difficulties in social-emotional functioning and adjustment. They tend to have difficulty making friends, have poor relationships with classmates, and experience loneliness (Fullchange & Furlong, 2016). In addition to the adverse consequences related to mental health and social-emotional skills, experiencing bullying can cause negative impacts on physical health, both acutely and in the long term (McDougall & Vaillancourt, 2015). Moreover, these negative impacts are not just temporary. In a long-term study over the past 50 years, it was found that individuals who experienced childhood bullying between the ages of 7 and 11 years tend to experience various declines in quality of life until they reach the age of 50. The impacts include an increased risk of suicide, depression, anxiety disorders, alcohol dependence, psychological distress, poorer general...
health, decreased cognitive function, lower socio-economic conditions, lack of social relationships, and decreased well-being (Takizawa et al., 2014).

Bullying can have negative impacts in both the short and long term. In the short term, bullying can cause feelings of insecurity, isolation, low self-esteem, depression, and severe stress, which may lead to suicide risk. In the long term, victims of bullying can experience ongoing emotional and behavioral problems (Haslan et al., 2021). Bullying also impacts psychological aspects, potentially leading to extreme psychological disorders such as excessive anxiety, fear, depression, suicidal urges, and symptoms of post-traumatic stress disorder (Wicaksono et al., 2021).

Mayo et al. (2017) noted the growing recognition of bullying victimization as an important element in childhood experiences that negatively impacts individuals. Bullying is linked to a range of adverse consequences, including low self-esteem, depression, suicidal ideation, aggression, and psychosis, which are considered the most serious impacts. In line with Utomo's research, as mentioned in Agustanadea (2019), the impact of unaddressed bullying can result in stress, depression, emotional disorders, and potential psychological problems.

The psychological tradition focuses on how people perceive stress in their lives, depending on how they assess the threat of the event and their resources to cope with it (Cohen et al., 2016). Stress is an individual's response to situations or events that trigger tension and inhibit their ability to deal with it (Apreviadizy & Puspitacandri, 2014). Adolescents can experience varying levels of stress, from mild to severe. Those who continue to experience violence, such as bullying, can experience serious stress (Tsehay et al., 2020). Adolescents' ability to handle negative and unpleasant situations is influenced by internal factors such as cognitive skills, attitudes, and responses, as well as external factors such as social support from friends, teachers, and family (Hidayati, 2018). Based on the Basic Health Research (Rikesdas) in 2013, there is an increase in the prevalence of stress among adolescents in Indonesia from year to year. Approximately 6.0% of the Indonesian population over 15 years old and still in school experience mental emotional disorders such as stress, anxiety, and depression.

The factors causing stress in adolescents include adaptation to the daily social environment, including family, school, and the community environment in general, which includes social and cultural factors. Often, victims of bullying tend to isolate themselves from peers and exhibit social avoidance behaviors after experiencing bullying (Mulvey et al., 2018). They are also reluctant or refuse to attend school due to emotional distress such as excessive fear or feelings of depression (Bitsika et al., 2021). Consequently, it is not uncommon for them to be reluctant to attend school and withdraw from social interactions (Sulistya, 2020).

The learning process undertaken by students results in learning achievements, which, according to Watson's view as mentioned in Andriani et al. (2018), can be defined as abilities possessed by students that they did not previously have. Learning outcomes serve as markers to assess the impact of learning and are key elements in evaluating teaching quality (Lin et al., 2017). High learning achievement reflects the effectiveness and optimization of learning (Adijaya et al., 2023). According to Hoque (2017), learning outcomes include actions, values, understanding, attitudes, appreciation, and skills. In the context of Bloom's taxonomy, learning outcomes are achieved through three domains: cognitive, affective, and psychomotor.

Not all students can achieve satisfactory learning outcomes, and several factors can affect these outcomes.
According to Slameto, as mentioned in Mulia et al. (2021), there are two factors that influence individual success in the learning process. Internal factors involve psychological aspects such as intelligence, attention, interest, talent, motivation, maturity, and readiness, as well as students' active participation in social activities (Ismail et al., 2023). External factors include family factors, such as parental education, relationships within the family, home environment, economic situation, parental understanding, and cultural background (Sanjaya et al., 2022). School factors involve teaching methods, curriculum, teacher-student relationships, interactions between students, school discipline, learning facilities, lesson schedules, and the quality of the school environment (Ibrahim & El Zataari, 2020). Community factors include student activities in the community, the influence of mass media, association with peers, and community culture.

Students who do not have good relationships with their peers and are victims of bullying are prone to stress. This is supported by the results of research conducted by the National Youth Violence Prevention Resource Center, as mentioned in Andriani et al. (2018), which states that prolonged bullying can affect student self-esteem, increase social isolation, trigger withdrawal behavior, make adolescents more vulnerable to stress and depression, and cause feelings of insecurity. Another study by Ringdal et al. (2020) also states that social support from friends and family, bullying, and stress are significantly related to well-being and symptoms of anxiety and depression, with small to moderate effect sizes. Meanwhile, bullying has the strongest relationship with symptoms of anxiety and depression. This is supported by Ossa et al. (2019), whose findings state that bullying at school is strongly associated with symptoms of post-traumatic stress disorder. Garaigordobil & Machimbarrena (2019) in their research also stated that students who experience violence and bullying at school have high levels of stress and numerous emotional and behavioral problems.

Although some previous studies have examined the impact of stress caused by bullying, no studies have specifically explored whether stress caused by bullying can affect student learning outcomes. This is relevant as learning outcomes play a central role in reflecting the effectiveness of the learning process. Therefore, further research is needed to understand the potential correlation between bullying stress and students' academic achievement. Based on this, researchers are interested in exploring whether stress due to bullying can affect student learning outcomes.

This research is expected to provide insights to teachers, especially guidance and counseling teachers, about the relationship between stress due to bullying and student learning outcomes. Thus, guidance and counseling teachers can provide appropriate services to address this issue. As an integral part of the education system, guidance and counseling play a major role in helping students overcome various academic problems that can hinder their development (Nurmalasari et al., 2016).

METHOD

This research adopts a quantitative approach utilizing a correlational research design. The study population comprises all 8th-grade students at Madrasah Sanawiyah Bangka Islands, totaling 238 students, with a sample of 110 students selected using a purposive sampling method, focusing on those who have experienced or been victims of bullying. The instrument employed to measure stress due to bullying was developed by the researcher, drawing upon stress aspects outlined by Sarafino (Rosanty, 2014), which include biological aspects,
emotional aspects, cognitive aspects, and social aspects.

The instrument to assess the level of stress due to bullying experienced by students comprises several statements covering a broad spectrum of experiences. Within the instrument, students were prompted to evaluate their feelings of anxiety, difficulty in trusting others, comfort within the school environment, challenges in retaining lesson material, and resilience in the face of bullying. Consequently, the instrument aims to elucidate the psychological impact of bullying situations experienced within the school environment. To gauge student learning outcomes, a documentation study was undertaken by examining student report cards from the odd semester of the 2021/2022 school year. The research was conducted between June 20 and August 20, 2022. The research process is illustrated in Figure 1.

**Figure 1. Flow Diagram of the Research Process.**

This research was conducted online, utilizing a Google Form to distribute the stress scale due to bullying. Additionally, to assess student learning outcomes, the researcher sought permission from the homeroom teacher to access the results of the even semester student report cards for the 2021/2022 school year. These report card results were transmitted via WhatsApp in the form of RDM (Raport Digital Madrasah).

Before analyzing the data, researchers conducted a classical assumption test, which comprises three stages: the normality test, the linearity test, and the homogeneity test. The normality test aims to ensure there is no difference in data distribution between the sample and the population. Data is considered normal if Asymp.Sig (significance level / P) > 0.05 and abnormal if (significance level / P) < 0.05. The linearity test is applied to correlational studies between two variables to ensure that the variable data being correlated have a linear relationship or are on the same straight line. Both variables are considered linear if P (linearity) < 0.05 and P (deviation from linearity) > 0.05. The homogeneity test aims to confirm that the two groups of subjects being compared have equal or
homogeneous score variances. Data is homogeneous if the sig / Levene Statistic level > 0.05 and not homogeneous if sig / Levene Statistic < 0.05. Data analysis was conducted using the Product Moment Correlation statistical formula with the assistance of SPSS.

After the classical assumption testing, the next step is data analysis. The data analysis process is crucial in research, as it allows data to be interpreted and given relevant meaning in the context of research problems. The analysis method used must clearly provide answers to the formulation of problems or hypothesis testing that has been formulated previously (Rustandi & Sastika, 2021). In this analysis, the author employs the Product Moment Correlation statistical analysis technique to ascertain the presence or absence of a relationship between variable X and variable Y (Yudihartanti, 2017). The data analysis process was conducted using the Statistical Product and Service Solutions (SPSS) software for Windows computers.

RESULT AND DISCUSSION

Before data were collected from the research sample, the first step was to collect data to test the validity and reliability of the questionnaire. Afterward, the questionnaire was used to collect data from the sample, and the results were presented in the form of data tabulation for the purposes of analysis and hypothesis testing. The description of the data uses descriptive statistical techniques aimed at describing the data. The data obtained from the field are described in the form of descriptions for each variable, both the independent variable and the dependent variable. In addition, a frequency distribution table is also presented. The frequency distribution table regarding the variable stress due to bullying in students is available in Table 1.

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 – 63</td>
<td>1</td>
<td>1%</td>
<td>Very Low</td>
</tr>
<tr>
<td>64 – 90</td>
<td>20</td>
<td>18%</td>
<td>Low</td>
</tr>
<tr>
<td>91 – 117</td>
<td>85</td>
<td>77%</td>
<td>High</td>
</tr>
<tr>
<td>118 – 144</td>
<td>4</td>
<td>4%</td>
<td>Very High</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on the frequency table of the stress category due to student bullying, 4% of students fall into the very high bullying category, 77% fall into the high category, 18% fall into the low category, and 1% fall into the very low category. Thus, it can be concluded that bullying in these schools is still prevalent. The frequency distribution of data regarding student learning outcomes can be seen in Table 2.

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>56 – 58</td>
<td>7</td>
<td>6.36%</td>
<td>Very Low</td>
</tr>
<tr>
<td>59 – 68</td>
<td>56</td>
<td>50.90%</td>
<td>Low</td>
</tr>
<tr>
<td>69 – 78</td>
<td>35</td>
<td>31.81%</td>
<td>High</td>
</tr>
<tr>
<td>79 – 90</td>
<td>12</td>
<td>10.90%</td>
<td>Very High</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on the frequency table of the learning outcomes category, 7 students (6.36%) have very low learning outcomes, while 56 students (50.90%) have low learning outcomes. Thus, it can be concluded that more than half of the 8th-grade students who experience bullying have low learning outcomes.
Classical Assumption Test

Classical assumption testing refers to the evaluation process carried out to determine whether there are classical assumption issues in the OLS (Ordinary Least Square) linear regression model (Mardiatmoko, 2020). Assumption testing in this context involves checking normality, linearity, and homogeneity. The assessment will be conducted using Statistical Product and Service Solutions (SPSS) software for Windows. The following is an explanation of each assumption to be checked.

Data normality assessment often uses the Kolmogorov-Smirnov normality test. According to Santoso & Singgih (Quraisy, 2022), several procedures can be carried out to assess the normal distribution of data. These include the use of statistical methods such as the Kolmogorov-Smirnov test and the creation of specific graphs to observe the pattern of the resulting plot or graph. The Kolmogorov-Smirnov test (K-S test or KS test) in statistics is a nonparametric test used to compare a one-dimensional probability distribution of a sample with a reference probability distribution (one-sample K-S test) or to compare two samples (two-sample K-S test).

In this study, the normality test was conducted using SPSS 23, with the decision-making criterion being that if the significance value (sig) > 0.05, then the variable is considered normally distributed. The results of the analysis are presented in Table 3.

<table>
<thead>
<tr>
<th>N</th>
<th>Unstandardized Residual</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>.0000000</td>
</tr>
<tr>
<td>Normal Parameters</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Mean</td>
<td>6.94945111</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute</td>
</tr>
<tr>
<td>Positive</td>
<td>.072</td>
</tr>
<tr>
<td>Negative</td>
<td>-.043</td>
</tr>
<tr>
<td>Test Statistic</td>
<td>.072</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.200</td>
</tr>
</tbody>
</table>

From Table 3, it can be concluded that the normality test using the Kolmogorov-Smirnov method produces a significance value of 0.200, which is greater than 0.05. These results indicate that the data is considered to have a normal distribution.

In correlational studies between two variables, the linearity test is conducted to determine whether the two variables have a linear relationship. The two variables are considered to have a linear relationship if the P (linearity) value is <0.05 and the P (deviation from linearity) value is >0.05. The following are the results of the linearity test that has been carried out using SPSS software.

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes Between Groups</td>
<td>4282.286</td>
<td>42</td>
<td>101.959</td>
<td>4.257</td>
</tr>
<tr>
<td>Linearity</td>
<td>622.796</td>
<td>1</td>
<td>622.796</td>
<td>26.004</td>
</tr>
<tr>
<td>Deviation from Linearity</td>
<td>3659.490</td>
<td>41</td>
<td>89.256</td>
<td>3.727</td>
</tr>
<tr>
<td>Within Groups</td>
<td>1604.651</td>
<td>67</td>
<td>23.950</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5886.937</td>
<td>109</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on Table 4, it can be concluded that the linearity test between the two variables shows a significance value (P) of 0.000, which means that the
P value is smaller than 0.05. Therefore, it can be concluded that there is a linear relationship between the two variables.

Data is considered homogeneous if the significance level (P value) of the Levene Statistic is greater than 0.05.

Conversely, the data is considered inhomogeneous if the significance level (P value) of the Levene Statistic is less than 0.05. The following are the results of the homogeneity test that has been carried out using SPSS software.

<table>
<thead>
<tr>
<th>Table 5. Homogeneity Test Results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>1.208</td>
</tr>
</tbody>
</table>

Based on Table 5, it can be concluded that the Levene Statistic homogeneity index value is 1.260, and the significance level (P value) is 0.279 (P > 0.05). This indicates that the variance of the scores in the data is the same, and therefore, the data can be considered homogeneous.

<table>
<thead>
<tr>
<th>Table 6. Product Moment Correlation Test Results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying Stress</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>N</td>
</tr>
</tbody>
</table>

Data Analysis

After testing the assumptions of normality, linearity, and homogeneity, a correlation test using the Pearson Product Moment model was conducted. The following results were obtained.

From the results of the correlation calculation using the Pearson Product Moment Method through the SPSS application, it was found that the significance value between the variables of stress due to bullying and learning outcomes is 0.001, which is smaller than 0.005. Therefore, it can be concluded that there is a significant relationship between the two variables.

The hypothesis proposed by the researcher is that there is a significant relationship between stress due to bullying and student learning outcomes in class VII students of MTS Nurul Falah Air Mesu Timur in the 2021/2022 academic year. Therefore, it is necessary to test the hypothesis to determine whether the research hypothesis can be accepted or rejected. The hypothesis test on the relationship between stress due to bullying and learning outcomes can be described as follows:

1) Null Hypothesis (Ho): There is no significant relationship between stress due to bullying and student learning outcomes.

2) Alternative Hypothesis (Ha): There is a significant relationship between stress due to bullying and student learning outcomes.

The hypothesis test criteria in this study are that Ho is rejected if $R_{Count} > R_{Table}$. This study consists of 110 subjects with a degree of freedom (df) of 110-2 = 108 and a significance level of 0.05, resulting in an $R_{Table}$ value of 0.176.

The results of the $R_{Count}$ and $R_{Table}$ values show that $R_{Count} > R_{Table}$ (-0.325 > 0.176). Therefore, it can be concluded that Ho is rejected and Ha is accepted. These results indicate a negative and
significant relationship between stress due to bullying and student learning outcomes. This shows that stress due to bullying has a significant relationship with learning outcomes. The analysis results can be interpreted to mean that the higher the level of stress due to bullying experienced by students, the lower the learning outcomes obtained. Conversely, the lower the level of stress due to bullying, the higher the learning outcomes obtained by students. Therefore, the hypothesis proposed by the researcher is accepted, namely that there is a significant relationship between stress due to bullying and learning outcomes in class VIII students at one of the Private MTs in Central Bangka.

Based on the results of the study, it is shown that, in general, the condition of stress due to bullying experienced by students in one of the Private MTs in Central Bangka is in the high category with a percentage of 77%. This indicates that students cannot respond well to the causes of stress related to the bullying behavior they receive. Thus, students and teachers, especially guidance and counseling teachers, need to pay attention to factors that can influence stress. This is important because students need to prepare themselves well during the learning process to achieve good learning outcomes.

Learning outcomes are a way to measure the success of the learning process that students have gone through. Learning outcomes reflect the learning process as a goal to understand the extent to which students, teachers, and educational institutions have achieved predetermined educational goals (Andriani et al., 2018). The results showed that 50.90% of students achieved learning outcomes in the low category, indicating that students' learning abilities have not been optimally achieved.

The results of this study are in line with research conducted by Barseli et al. (2018), which states that there is a significant relationship between academic stress and student learning outcomes at SMAN 10 Padang. However, the results of this study are inversely proportional to the results of research by Intan et al. (2023), which states that there is a positive influence between bullying behavior and learning motivation in class XI high school students in Medan City. The increase in bullying behavior was found to increase learning motivation, which in turn affects student learning outcomes. The higher the motivation of students to learn, the higher the learning outcomes they achieve. The level of motivation can affect the extent to which a person tries or has enthusiasm in their activities, and naturally, a high or low level of enthusiasm will affect the results achieved (Rahman, 2021).

Based on previous research, it was revealed that bullying can have a positive effect on students' motivation to learn, with increasing levels of bullying also followed by increased motivation and learning outcomes. However, recent research shows the opposite result, namely that stress due to bullying actually has a negative impact on student learning outcomes. The higher the level of bullying stress experienced by students, the lower their learning outcomes. This is because when students are victims of bullying and experience stress, they will suffer several negative effects, such as difficulty concentrating while studying, reduced social interactions at school, and even avoidance of school to escape unpleasant treatment. The consistency of this behavior can disrupt students' overall learning process, causing a decline in their academic achievement.

This finding provides guidance and counseling teachers with further
understanding of the negative impact of bullying stress on student learning outcomes. Therefore, there is a need for appropriate follow-up actions to overcome this problem. Through an in-depth understanding of the factors that influence students' academic performance, teachers can design effective interventions to improve students' well-being and create a conducive learning environment.

**CONCLUSION**

Based on the research that has been conducted, the product moment correlation value of stress due to bullying with learning outcomes is -0.325, and the significance value is 0.001, which is less than 0.005. This indicates that stress due to bullying has a negative and significant relationship with learning outcomes. The results of this analysis can be interpreted to mean that the higher the level of stress due to bullying experienced by students, the lower their learning outcomes. Conversely, the lower the level of stress due to bullying, the higher the learning outcomes obtained by students.

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