Indonesian Society and Religion Research
E-ISSN: 3046-9678
Volume 3 Nomor 3 Nopember 2026
https://ccg-edu.org/index.php/isah

Bullying Observation with Academic Achievement Among Second-Semester Students at STIKES Al Fatah Bengkulu

Nanik[1*], Suci Dwina Darma[2], Dimas Arya Kurniawan[3]
[1,2,3,] *STIKES Al-Fatah Bengkulu, Indonesia*
**Corresponding author, E-mail* nanik.lestari58@yahoo.com

Abstract: Bullying remains a concern in educational settings because it may affect students' psychological well-being, learning experiences, and academic development. This study aimed to examine the relationship between bullying and academic achievement among second-semester students at STIKES Al-Fatah Bengkulu, Indonesia. A quantitative approach with a correlational design was employed. Data were collected through an online questionnaire administered using Google Forms, with a total of 81 respondents. Data analysis included validity and reliability testing, descriptive statistics, and the Pearson Product-Moment correlation test. The results indicated that all questionnaire items met the established validity and reliability criteria. The mean bullying score was 22.16, indicating a relatively low level of bullying based on the measurement categories used, while the mean academic achievement score was 41.49, indicating a high level of academic achievement. Pearson correlation analysis yielded a correlation coefficient of $r = -0.131$ and a p-value of 0.243 ($p > 0.05$). These findings indicate a very weak negative association between bullying and academic achievement; however, the association was not statistically significant. Therefore, the study did not provide sufficient evidence of a statistically significant relationship between the two variables among the participants. Nevertheless, bullying prevention remains important for fostering a safe, inclusive, respectful, and supportive academic environment that promotes students' well-being and effective learning by encouraging active participation in classroom activities, improving concentration and motivation to learn, developing positive relationships with peers and lecturers, strengthening self-confidence, and reducing anxiety and emotional distress associated with bullying experiences. Furthermore, a supportive learning environment can help students develop their academic potential, achieve their learning objectives, maintain consistent academic engagement, complete their academic responsibilities effectively, and improve their overall academic performance.

Keywords: Bullying, Academic Achievement, Students, Higher Education

INTRODUCTION

Higher education plays a fundamental role in developing human resources by fostering intellectual competence, social responsibility, ethical awareness, and personal growth. Beyond achieving satisfactory academic outcomes, university students are expected to navigate diverse social environments, establish constructive interpersonal relationships, and develop the competencies required for their future professional roles. These developmental processes are supported by an academic environment that promotes psychological safety, mutual respect, inclusion, and a sense of belonging. Conversely, hostile interpersonal experiences may undermine students' well-being and interfere with their engagement in academic activities. Within this context, bullying remains an important concern that warrants attention from higher education at STIKES Al Fatah Bengkulu.

Bullying is generally understood as aggressive behavior that is repeated over time and involves an imbalance of power between the individuals involved (Olweus, 1993). It may take various forms, including physical aggression, verbal harassment, social exclusion, the spreading of rumors, and other behaviors intended to intimidate, humiliate, or marginalize another person. Although bullying has traditionally been investigated in primary and secondary education, research indicates that it also occurs in higher education settings. In a systematic review, Tight (2023) examined the nature and extent of bullying in higher education and highlighted its implications for institutional culture, student experiences, and the development of appropriate prevention and response strategies. Such findings underscore the importance of recognizing bullying as an institutional and interpersonal concern rather than merely a personal disagreement involving misunderstandings, disputes among students, or difficulties in peer relationships. Bullying should also be understood within the broader institutional context, including peer group dynamics, power imbalances, social interactions, institutional culture, and the effectiveness of policies and mechanisms for preventing and addressing bullying. Therefore, addressing bullying requires not only individual awareness and behavioral changes but also institutional commitment to establishing a safe, inclusive, respectful, and supportive academic environment.

The consequences of bullying extend beyond the immediate experience of interpersonal hostility. Students who experience repeated victimization may encounter emotional distress, diminished self-confidence, difficulties in establishing supportive relationships, and barriers to participating fully in educational activities. These experiences may affect students' concentration, academic motivation, engagement, and sense of belonging. Nevertheless, the relationship between bullying and academic achievement should not be interpreted as uniform or inevitable, because students' experiences and educational outcomes may also be shaped by individual characteristics, social support, institutional climate, and other contextual factors. A systematic review and meta-analysis by Samara et al. (2021) found that bullying victimization was associated with less favorable academic outcomes and that cognitive and motivational factors could help explain this relationship. However, the authors' evidence was drawn from children and adolescents; therefore, its applicability to university students requires careful attention. Furthermore, Tay (2025), in Revisiting the Definition of Bullying in the Context of Higher Education, identified several forms of bullying experienced by university students, including exclusion, intimidation, humiliation, gossiping, teasing, and hostile interpersonal interactions. The study also highlighted that limited awareness of institutional anti-bullying policies and inadequate institutional responses may contribute to the continuation of bullying.

More recent international evidence also supports the importance of examining bullying in relation to educational outcomes. Using data from 612,004 students aged 15–16 years across 79 countries, Gimenez et al. (2024) reported an association between bullying victimization and lower achievement in mathematics, reading, and science. In the Indonesian context, Sukowati and Kismiantini (2025), analyzing data from the Programmed for International Student Assessment (PISA) 2022, investigated the relationship between different forms of bullying and mathematics achievement. Although these studies provide valuable evidence concerning school-age populations, their findings cannot automatically be generalized to university students, whose academic demands, social relationships, and institutional experiences may differ substantially. This distinction highlights the need for context-specific research on bullying and academic achievement among university students. Particularly those enrolled in health sciences higher education. The higher education

students are expected to participate in classroom learning, practical activities, group assignments, academic discussions, and professional competency development. Such academic demands and social interactions create a distinctive educational environment in which bullying experiences may be associated with students' academic engagement, learning motivation, concentration, and academic achievement

In addition to its educational and psychological implications, bullying raises important ethical concerns regarding human dignity, compassion, and respect for others. From an Islamic ethical perspective, conduct that humiliates, ridicules, or demeans another person is inconsistent with the principles of mutual respect and the preservation of human dignity. Qur'an 49:11 explicitly cautions believers against ridiculing, insulting, and assigning offensive nicknames to others. This ethical perspective reinforces the importance of creating educational communities in which differences are respected, interpersonal harm is addressed constructively, and every student is treated with dignity. Accordingly, bullying prevention should not be limited to disciplinary measures; it should also involve the cultivation of empathy, responsible communication, mutual accountability, and supportive relationships within the academic community.

As a higher education institution in the health sciences, STIKES Al-Fatah Bengkulu has an important role in fostering a learning environment that supports students' academic development, psychological well-being, and professional formation. For students preparing for careers in healthcare, respect for others, effective interpersonal communication, and ethical conduct are relevant not only to their educational experiences but also to their future professional responsibilities. Understanding students' experiences of bullying is therefore important for informing institutional efforts to maintain a safe, inclusive, and supportive learning environment.

Despite the growing body of literature on bullying and educational outcomes, evidence specifically examining the relationship between bullying and academic achievement among health sciences students in Indonesian higher education remains limited in the literature considered for this study. In particular, the relationship between these variables among second-semester students at STIKES Al-Fatah Bengkulu requires empirical investigation rather than assumption. Addressing this context-specific question may contribute to a more nuanced understanding of student experiences and provide a local evidence base for student-support initiatives. Therefore, this study aimed to examine the relationship between bullying and academic achievement among second-semester students at STIKES Al-Fatah Bengkulu. By investigating this relationship, the study seeks to contribute to a more supportive academic environment in which students' educational progress, psychological well-being, and personal dignity are recognized as equally important and interconnected dimensions of the overall educational experience.

METHOD

This study employed a quantitative approach with a correlational design to examine the relationship between bullying and academic achievement among second-semester students at STIKES Al-Fatah Bengkulu, Indonesia (Sugiyono, 2022). Bullying was designated as the independent variable (X), while academic achievement was designated as the dependent variable (Y). The correlational design was selected to determine the direction and strength of the association between the two variables without manipulating participants' experiences or establishing a causal relationship. The study was conducted in June 2026 and involved second-semester students from two academic study programs at STIKES Al-Fatah Bengkulu: the Diploma III in Pharmacy program

and the Bachelor of Clinical and Community Pharmacy. Students from both programs were included to examine the relationship between bullying experiences and academic achievement across different levels and orientations of pharmacy education.

The target population consisted of second-semester students enrolled in the Diploma III in Pharmacy and Bachelor of Clinical and Community Pharmacy at STIKES Al-Fatah Bengkulu. Participants were recruited using non-probability voluntary sampling. Under this approach, students who were willing to participate and voluntarily complete the questionnaire were included in the study. The questionnaire was developed and administered online using Google Forms and distributed through WhatsApp groups for second-semester students at STIKES AL Fatah Bengkulu. Before completing the questionnaire, prospective participants received information about the purpose of the study and the intended use and confidentiality of the data. Participation was voluntary, and students were informed that they were not required to participate under pressure from any individual or institution. A total of 81 students completed the questionnaire and met the study's inclusion criteria. Of these participants, 43 were enrolled in the Diploma III in Pharmacy and 38 were enrolled in the Bachelor of Clinical and Community Pharmacy. The findings should be interpreted in light of the voluntary sampling procedure, as participants may not be fully representative of the entire second-semester student population.

Data were collected using a structured questionnaire comprising 20 statements divided equally between two study variables: bullying (X) and academic achievement (Y). The bullying scale consisted of 10 statements addressing students' reported experiences of negative peer behavior, including teasing, humiliation, social exclusion, cyber bullying, discomfort in the campus environment, fear, emotional distress, and reduced self-confidence associated with negative interpersonal treatment. The academic achievement scale consisted of 10 statements concerning students' learning experiences and self-perceived academic functioning, including concentration, classroom participation, assignment completion, learning motivation, academic self-confidence, understanding of course material, enthusiasm for attending lectures, and perceptions of their learning outcomes. Responses to each statement were recorded using a five-point Likert scale: strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4), and strongly agree (5). Item scores were summed to obtain a total score for each variable for every participant. Higher total scores indicated greater endorsement of the measured characteristics, subject to the wording and scoring direction of each item. Negatively and positively worded items were to be scored appropriately to ensure consistency in the interpretation of the total scores (Sugiyono, 2022).

Data collection took place in June 2026 through an online questionnaire distributed via WhatsApp groups. Before participation, students were informed about the research objectives, the voluntary nature of participation, and the confidentiality of their responses. The questionnaire was completed individually, and participation was not intended to influence students' academic standing or relationships with lecturers and peers. Because bullying is a potentially sensitive subject, the research process should respect participants' dignity, privacy, and autonomy. Responses should be handled confidentially and reported in aggregate form so that individual participants cannot be identified. Participation should not affect students' academic evaluation or access to educational opportunities.

Instrument validity was assessed using the Pearson Product–Moment correlation between each questionnaire item and the corresponding total score for its variable. An item was considered to meet the study's item-validity criterion when its calculated correlation coefficient exceeded the

relevant critical value at the 5% significance level (Ghozali, 2021). Internal consistency reliability was evaluated using Cronbach's alpha. A coefficient of at least 0.70 was adopted as the study's reference threshold for acceptable internal consistency (Ghozali, 2021). These analyses were conducted to examine the consistency of the questionnaire items within each variable.

The collected data were processed and analyzed using statistical software. Descriptive statistics were used to summarize the participants' characteristics and describe the distributions of the bullying and academic achievement scores. The mean scores were used to describe the average responses for each variable. The relationship between bullying and academic achievement was examined using the Pearson Product–Moment correlation coefficient. This analysis was used to estimate the direction and strength of the linear association between the two variables. Statistical significance was evaluated using a two-tailed significance level of 0.05, corresponding to a 95% (α = 0,05) confidence level. A p-value below 0.05 was interpreted as evidence of a statistically significant association, whereas a p-value of 0.05 or higher was interpreted as insufficient evidence to reject the null hypothesis of no linear association. Interpretation of the Pearson correlation was conditional on the suitability of the data, including the linearity of the relationship, the absence of influential outliers, and the relevant distributional assumptions. The findings were interpreted as associations rather than evidence of causation, consistent with the correlational nature of the study (Chen & Popovich, 2002). This approach acknowledges that the identification of a correlation between bullying experiences and academic achievement does not necessarily indicate that one variable directly influences or causes changes in the other. Therefore, the findings should be interpreted cautiously within the scope of the study design, sample characteristics, and variables examined, without making causal inferences or generalizations beyond the study population.

RESULT AND DISCUSSION

The study involved 81 second-semester students at STIKES Al-Fatah Bengkulu, Indonesia, who voluntarily completed an online questionnaire administered through Google Forms. Of the participants, 43 (53.1%) were enrolled in the Diploma III in Pharmacy, while 38 (46.9%) were enrolled in the Bachelor of Clinical and Community Pharmacy.

Table 1. The distribution of participants across the two academic programs

Study Program	Number (n)	Percentage (%)
Diploma III in Pharmacy (D3 Pharmacy)	43	53.1
Bachelor of Clinical and Community Pharmacy	38	46.9
Total	**81**	**100**

The relatively balanced distribution of participants across the two academic programs indicates that the study sample was not heavily concentrated in either group. This distribution provides an opportunity to consider students' experiences across both programs, as perceptions of bullying and academic experiences may vary according to educational and social contexts. The inclusion of participants from both programs therefore offers a broader perspective on the experiences of second-semester students at STIKES Al-Fatah Bengkulu. Nevertheless, because the study employed voluntary sampling, this distribution alone does not establish that the sample is representative of the entire student population.

From a student-development perspective, the early stages of university education represent an important period of adjustment to a new academic and social environment. During this transition, students begin to establish peer relationships, develop collaborative learning networks, and form their academic identities. These experiences can contribute to students' sense of belonging and engagement in learning. However, some students may also encounter interpersonal challenges as they navigate new social relationships and academic expectations. Examining bullying among second-semester students is therefore relevant to understanding how peer interactions may be associated with their learning experiences and academic development. Such an understanding may help inform efforts to foster a supportive, inclusive, and respectful campus environment in which all students have the opportunity to participate and learn without fear of humiliation or exclusion.

Instrument validity testing was conducted to assess the extent to which each questionnaire item adequately measured the intended study variable. Item validity was examined using the Pearson Product–Moment correlation between individual item scores and the corresponding total scores. With 81 respondents, the critical *r*-value (*r*-table) was 0.218 at the 5% significance level. An item was considered to meet the validity criterion if its calculated correlation coefficient (*r*-calculated) exceeded the critical *r*-value. This procedure was used to evaluate the suitability of the questionnaire items for measuring the constructs investigated in this study.

Table 2. Validity Test Results for the Bullying Variable

Item	Conceptual	Calculated r-Count	Critical r-Table	Interpretation
X1	Verbal bullying	0.500	0.218	Valid
X2	Verbal bullying	0.528	0.218	Valid
X3	Social Bullying / Social Exclusion	0.388	0.218	Valid
X4	Cyber bullying	0.560	0.218	Valid
X5	Psychological and Emotional Impact	0.606	0.218	Valid
X6	Psychological and Emotional Impact	0.591	0.218	Valid
X7	Psychological and Emotional Impact	0.656	0.218	Valid
X8	Behavioral and Social Impact	0.485	0.218	Valid
X9	Behavioral and Social Impact	0.559	0.218	Valid
X10	Perceived Bullying Prevalence	0.597	0.218	Valid

Table 3. Validity Test Results for the Academic Achievement Variable

Item	Calculated r-Count	Critical r-Table	Interpretation
Y1	0.488	0.218	Valid
Y2	0.694	0.218	Valid
Y3	0.726	0.218	Valid
Y4	0.738	0.218	Valid

Y5	0.688	0.218	Valid
Y6	0.687	0.218	Valid
Y7	0.648	0.218	Valid
Y8	0.614	0.218	Valid
Y9	0.470	0.218	Valid
Y10	0.411	0.218	Valid

All items measuring the bullying and academic achievement variables obtained calculated r values (r-calculated) greater than the critical r value (r-table), indicating that all items were valid. These findings suggest that each questionnaire statement adequately represents the construct it is intended to measure. For the bullying variable, item X7 demonstrated the highest item–total correlation (r = 0.656), suggesting that the emotional impact of bullying is strongly associated with the overall bullying construct. This finding is consistent with theoretical perspectives that emphasize the emotional consequences of bullying, which may be reflected in feelings of sadness, anger, and psychological distress. Such emotional responses provide important insights into how individuals experience and perceive bullying.

For the academic achievement variable, item Y4 exhibited the highest item–total correlation (r = 0.738). This result suggests that learning motivation is strongly associated with students' overall perceptions of their academic achievement. From a theoretical perspective, learning motivation is recognized as an important factor influencing academic engagement, persistence, and learning outcomes. Students who are motivated to learn tend to demonstrate greater commitment to academic activities and sustained efforts to achieve their learning goals. Nevertheless, these findings should be interpreted as evidence of item-level associations rather than proof of causal relationships.

For the iinstrument reliability was assessed using Cronbach's alpha to evaluate the internal consistency of the research instrument. It was shown in table 4.

Table 4. Results of the Reliability Test

Variable	Number of Items	Cronbach's Alpha	Interpretation
Bullying (X)	10	0.846	Good Reliable
Academic Achievement (Y)	10	0.881	Good Reliable

Reliability was assessed using Cronbach's Alpha. Based on the classification criteria adopted in this study, a Cronbach's Alpha coefficient of 0.80–0.89 indicates good reliability. Both variables demonstrated good internal consistency. And table 5 presented the criteria used to interpret Cronbach's Alpha coefficients.

Table 5. Criteria for Interpreting Cronbach's Alpha Coefficients

Cronbach's Alpha Value	Interpretation
≥ 0.90	Excellent Reliability
0.80–0.89	Good Reliability
0.70–0.79	Acceptable Reliability
0.60–0.69	Questionable Reliability
0.50–0.59	Poor Reliability

< 0.50	Unacceptable Reliability

The Cronbach's alpha coefficient was 0.846 for the bullying variable and 0.881 for the academic achievement variable. Both values exceeded the commonly accepted threshold of 0.70, indicating that the research instrument demonstrated high internal consistency and could therefore be considered highly reliable. These findings suggest that the items within each variable consistently measure the underlying construct they are intended to assess.

In quantitative research, reliability is essential for ensuring that measurement results are sufficiently consistent and are not unduly affected by inconsistencies within the research instrument. Establishing adequate reliability strengthens confidence in the quality of the collected data and provides a sound basis for subsequent statistical analyses. Nevertheless, reliability should be interpreted alongside other aspects of instrument quality, particularly validity, to support a more comprehensive assessment of the instrument's suitability for the intended research purpose.

The descriptive analysis revealed that the respondents' mean bullying score was 22.16 out of a theoretical maximum of 50. This finding suggests that the level of bullying experienced by the students tended to be relatively low. The relatively low score indicates that many respondents reported limited experiences of teasing, humiliation, social exclusion, and other forms of negative treatment within the campus environment. This finding may suggest that social interactions among students were generally characterized by relatively positive interpersonal relationships. However, this interpretation should be made cautiously, as a low mean score alone does not establish that all students experience a supportive social environment.

A conducive academic environment plays an important role in promoting students' learning comfort and psychological well-being. Research by Tay and Zamore suggests that the quality of the learning environment and social relationships in higher education is associated with students' experiences of bullying and other forms of negative treatment in academic settings. In a more supportive social environment, the likelihood of bullying may be reduced, allowing students to feel safer and more comfortable throughout their academic journey. Nevertheless, a relatively low mean bullying score does not imply that bullying is entirely absent. Some students may still experience negative treatment from their peers, highlighting the importance of maintaining effective institutional mechanisms for bullying prevention, reporting, and intervention. Higher education institutions should therefore continue to foster respectful interpersonal relationships and ensure that students who experience bullying have access to appropriate support.

The respondents' mean academic achievement score was 41.49 out of a theoretical maximum of 50. This result suggests that students generally held positive perceptions of their academic achievement. The relatively high score indicates that many students perceived themselves as capable of concentrating during lectures, completing assignments on time, participating actively in learning activities, and maintaining strong learning motivation. These findings highlight the importance of considering students' own experiences and perceptions when examining academic achievement. However, because the results are based on self-reported scores, they should not necessarily be interpreted as direct evidence of objectively measured academic performance.

Academic achievement is influenced not only by cognitive abilities but also by psychological factors, including motivation, self-efficacy, and self-regulation. Students who manage their study time effectively, maintain confidence in their academic abilities, and engage actively in the learning process tend to be better positioned to achieve positive academic outcomes. These factors may help

explain the respondents' relatively high academic achievement scores alongside the relatively low levels of bullying reported in the study. Nevertheless, the relationship between these variables requires further statistical examination before any conclusions can be drawn regarding their association or potential influence on one another.

Therefore, the relationship between bullying and students' academic achievement was examined using the Pearson Product–Moment Correlation Coefficient. It was shown in table 5.

Table 5. Results of the Pearson Correlation Test

Variable	r	Sig. (p)	Interpretation
Bullying and Academic Achievement	-0.131	0.243	Not Significant

The Pearson correlation analysis yielded a correlation coefficient (r) of −0.131 and a significance value (p) of 0.243. The negative correlation indicates a tendency for academic achievement to decrease as the reported level of bullying increases. However, the association was very weak and did not reach statistical significance, as the (p)-value exceeded the conventional significance threshold of 0.05.

These findings suggest that, among second-semester students at STIKES Al-Fatah Bengkulu, bullying was not significantly associated with academic achievement. This result differs from several previous studies reporting that students who experience bullying tend to demonstrate lower academic performance, potentially due to disruptions in learning motivation, academic engagement, and self-efficacy. Samara et al. (2021), in a meta-analysis, found that bullying may be associated with lower academic achievement through cognitive and motivational factors. The differences between the present findings and previous research may reflect variations in respondent characteristics and the relatively low levels of bullying reported in this study. Because most students reported relatively limited experiences of bullying, the range of bullying scores may have been restricted, potentially making an association with academic achievement more difficult to detect statistically.

Furthermore, students' academic achievement is shaped by multiple factors, including learning motivation, academic ability, time management, family support, peer relationships, lecturers' teaching methods, and educational facilities. These factors may be more strongly associated with academic outcomes than the relatively low levels of bullying reported in this study. Accordingly, the absence of a statistically significant relationship should not be interpreted as evidence that bullying is unimportant or harmless. Bullying may still have detrimental psychological and social consequences, underscoring the importance of sustained prevention efforts to foster a safe, supportive, and respectful academic environment. Beyond the empirical findings, the results of this study may also be considered from an ethical perspective. Within Islamic teachings, maintaining human dignity, respecting others, and avoiding harmful interpersonal behavior are important moral principles. Surah Al-Hujurat (49:11), as discussed by Shihab (2017), emphasizes the prohibition of ridiculing, insulting, and degrading others. These teachings provide an ethical foundation for promoting

respectful and supportive relationships within educational institutions. In this regard, the Islamic perspective offers a moral implication for preventing bullying and fostering a learning environment that values mutual respect and human dignity. However, this religious perspective should be understood as an ethical reflection rather than empirical evidence of the relationship between bullying and academic achievement.

CONCLUSION

Based on the findings of this study involving 81 second-semester students at STIKES Al-Fatah Bengkulu, it can be concluded that there was a weak negative but statistically non-significant relationship between bullying and academic achievement. Although the findings indicated a tendency for higher bullying scores to be associated with lower academic achievement, the relationship was not statistically significant. Therefore, the study did not provide sufficient evidence to establish a significant association between the two variables. These findings highlight the importance of interpreting the relationship cautiously and suggest that academic achievement may be associated with various factors beyond bullying experiences. Nevertheless, educational institutions should continue to promote a safe, respectful, and supportive learning environment to protect students' well-being and support their academic development.

The descriptive analysis revealed that the reported level of bullying among second-semester students at STIKES Al-Fatah Bengkulu was relatively low, with a mean score of 22.16 out of a theoretical maximum of 50. In contrast, students' academic achievement scores were relatively high, with a mean of 41.49 out of a theoretical maximum of 50. These findings suggest that many students reported limited experiences of bullying and held positive perceptions of their academic achievement. Nevertheless, these results should be interpreted in light of the self-reported nature of the data, which may not fully capture students' experiences or objectively measured academic performance.

The Pearson correlation analysis yielded a correlation coefficient of ($r=-0.131$) and a significance value of ($p=0.243$) ($p>0.05$). These results indicate a very weak negative association between bullying and academic achievement; however, the association was not statistically significant. Accordingly, this study found no statistically significant relationship between bullying and academic achievement among second-semester students at STIKES Al-Fatah Bengkulu. This finding should not be interpreted as evidence that bullying is inconsequential. Bullying remains an important concern because it may adversely affect students' psychological well-being and social relationships. Preventive measures and appropriate institutional support are therefore essential to fostering a safe, inclusive, and respectful academic environment. Such efforts are also consistent with Islamic moral values, which emphasize respect for human dignity and the protection of every individual's honor and worth.

Although the findings of this study revealed no statistically significant relationship between bullying and academic achievement among second-semester students at STIKES Al-Fatah Bengkulu, the institution should continue to maintain and strengthen a safe, supportive, and bullying-free academic environment. This can be achieved by promoting ethical conduct, character development, and religious values as integral components of campus life. Students are also encouraged to cultivate positive social relationships, demonstrate mutual respect, and refrain from behaviors that may harm, humiliate, or cause distress to others.

Future research should address several methodological limitations of the present study. First, academic achievement was measured using self-reported indicators, which may not fully reflect students' actual academic performance and may be influenced by individual perceptions or response bias. Therefore, future studies are encouraged to use more objective measures of academic achievement, such as students' Grade Point Average (GPA), examination scores, or official academic records, subject to institutional approval and appropriate confidentiality procedures. Second, researchers should employ more representative sampling procedures and recruit a larger number of students from multiple semesters and, where possible, different higher education institutions to improve the representativeness and generalizability of the findings. Furthermore, future studies may incorporate additional variables associated with academic achievement, including learning motivation, social support, psychological well-being, and time management. These methodological improvements may provide a more comprehensive understanding of the factors associated with students' academic achievement and help higher education develop targeted interventions, such as academic mentoring, individualized learning support, peer tutoring, and collaborative classroom activities, to strengthen students' learning engagement and academic performance.

REFERENCES

Al-Tameemi, R. A. N., Johnson, C., Gitay, R., Abdel-Salam, A.-S. G., Al Hazaa, K., BenSaid, A., & Romanowski, M. H. (2023). Determinants of poor academic performance among undergraduate students—A systematic literature review. *International Journal of Educational Research Open, 4*, Article 100232. https://doi.org/10.1016/j.ijedro.2023.100232

Arrison, E. D., Hulme, J. A., & Fox, C. L. (2022). A thematic analysis of students' perceptions and experiences of bullying in UK higher education. *Europe's Journal of Psychology, 18*(1), 53–69. https://doi.org/10.5964/ejop.3669

Cassidy, W., Faucher, C., & Jackson, M. (2017). Adversity in university: Cyberbullying and its impacts on students, faculty and administrators. *International Journal of Environmental Research and Public Health*, *14(8),* 888. https://doi.org/10.3390/ijerph14080888

Chen, P. Y., & Popovich, P. M. (2002). Correlation: Parametric and nonparametric measures. SAGE Publications. https://doi.org/10.4135/9781412983808

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.

Ghozali, I. (2021). Aplikasi analisis multivariate dengan program IBM SPSS 26 (10th ed.). Badan Penerbit Universitas Diponegoro.

Gimenez, G., Mediavilla, M., Giuliodori, D., & Rusteholz, G. C. (2024). Bullying at school and students' learning outcomes: International perspective and gender analysis. *Journal of Interpersonal Violence, 39*(11–12), 2733–2760. https://doi.org/10.1177/08862605231222457

Kocsis, Á., & Molnár, G. (2025). Factors influencing academic performance and dropout rates in higher education. *Oxford Review of Education, 51*(3), 414–432. https://doi.org/10.1080/03054985.2024.2316616

Olweus, D. (1993). Bullying at school: What we know and what we can do. Blackwell.

Porhola, M., Cvancara, K., Kaal, E., Kunttu, K., Tampere, K., & Torres, M. B. (2020). Bullying in university between peers and by personnel: Cultural variation in prevalence, forms, and gender differences in four countries. *Social Psychology of Education, 23,* 143–169. https://doi.org/10.1007/s11218-019-09523-4

Samara, M., Da Silva Nascimento, B., El-Asam, A., Hammuda, S., & Khattab, N. (2021). How can bullying victimisation lead to lower academic achievement? A systematic review and meta-analysis of the mediating role of cognitive-motivational factors. *International Journal of Environmental Research and Public Health, 18*(5), Article 2209. https://doi.org/10.3390/ijerph18052209

Shihab, M. Q. (2017). Tafsir Al-Misbah: Pesan, Kesan, dan Keserasian Al-Qur'an. Jakarta: Lentera Hati.

Sugiyono. (2022). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

Sukowati, D., & Kismiantini. (2025*).* Multilevel modeling of the impact of bullying on Indonesian students' mathematics achievement based on PISA 2022 data. *Indonesian Journal of Science and Mathematics Education, 8*(3), 642–661. https://doi.org/10.24042/ijsme.v8i3.26670

Tareke, T. G., Oo, T. Z., Thékes, I., & Józsa, K. (2026). The key predictors and moderators of academic success in higher education: A systematic literature review. *Review of Education, 14*(2), e70209. https://doi.org/10.1002/rev3.70209

Tay, E. M. K. (2025). Revisiting the definition of bullying in the context of higher education. *International Journal of Bullying Prevention, 7,* 278–https://link.springer.com/article/10.1007/s42380-023-00199-1?utm_source=chatgpt.com294.

Tay, E. M. K., & Zamore, S. (2024). "Exploring the Relationship Between the Learning Environment and Bullying: PLS-SEM Evidence from Norwegian Higher Education". *Learning Environments Research, 27,* 691–725.

Tight, M. (2023). Bullying in higher education: An endemic problem? Tertiary Education and Management, 29, 123–137. https://doi.org/10.1007/s11233-023-09124-z

Von Elm, E., Altman, D. G., Egger, M., Pocock, S. J., Gøtzsche, P. C., & Vandenbroucke, J. P. (2007). The Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) statement: Guidelines for reporting observational studies. *PLoS Medicine, 4(*10), Article e296. https://doi.org/10.1371/journal.pmed.0040296

Warne, R. T. (2020). Statistics for the social sciences: A general linear model approach. Cambridge University Press. https://doi.org/10.1017/9781108894319

Weinberg, S. L., Harel, D., & Abramowitz, S. K. (2023). Statistics using R. Cambridge University Press. https://doi.org/10.1017/9781009400145