



## The Correlation Between Bullying Experience, Study Habits, and Critical Thinking of Social Learning in Higher Education

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### ABSTRACT

**Purpose**—This study aims to determine the relationship between bullying experiences and learning habits and critical thinking skills in social science learning in higher education.

**Methodology**—This research is a correlational study with 90 samples. Data for the three variables of this study were collected through the distribution of Google Form questionnaires. Data analysis used multiple correlations, but the first prerequisite tests, including validity, reliability, normality, and homogeneity, were carried out.

**Findings**—The research results show that bullying experiences and study habits significantly affect students' critical thinking skills, where  $r_{count} > r_{table}$  or  $0,865 > 0,2050$  shows a positive relationship. Furthermore, the significance value is  $0,000 < 0,05$ , so the data shows a significant relationship between bullying experience, learning habits, and critical thinking. Maintaining and preserving appropriate study habits will prevent bullying, no matter how severe, from affecting your critical thinking ability.

**Contribution** - This study provides important insights into how bullying experiences and learning habits significantly affect students' critical thinking skills. Thus, whatever the form of learning style, it contributes positively to developing critical thinking skills.

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## INTRODUCTION

Bullying is a worldwide phenomenon that has always been a concern because cases are constantly increasing. There are approximately 246 million children experiencing violence due to various factors, including gender, social status, economy, and conflict. (Sikhakhane et al., 2018). Violence is not a simple problem; it is complex, and it can reduce the quality of life and health and violate human rights. Moreover, it is equally important to understand that violence threatens morale and life. About schools, it can interfere with students' academic performance. (Gusmões et al., 2018). Violence can also threaten the integrity, development, and well-being of adolescents and the quality of education. At this age, adolescent brain

development is still maturing but is not yet skilled in managing emotions, so vulnerability has an impact on mental health, including depression (Farrington et al., 2011).

Indonesian cases of violence or bullying, according to the 2018 PISA data, show that 41% of 15-year-olds experience bullying at least several times a month (Peren, 2022). According to detik.com, the Federation of Indonesian Teachers' Unions (FSGI) observed increased bullying in the classroom in 2023. They reported 16 incidents of bullying in schools from January to July 2023. FSGI reported four incidents at the start of the July 2023 school year. Elementary (25%) and junior high school (25%) students had the most bullying incidents, followed by high school (18.75%), vocational school (18.75%), MTs (6.25%), and Islamic boarding schools. Most bullying incidents occurred in schools managed by the Ministry of Education and Culture (87.5%) and the Ministry of Religious Affairs (12.5%). It occurred in East Java, West Java, Central Java, Bengkulu, South Kalimantan, East Kalimantan, Central Kalimantan, and North Maluku (Yulianti, 2023). Bullying affects students' habits at school. Bullying makes victims afraid and disrupts school lessons. Meanwhile, data from the Indonesian Teachers Union Forum (FSGI) in its report noted an increase in bullying cases from 21 to 30 in 2023 (Yulianti, 2023).

Bullying behavior has academic and psychological impacts on higher education. Academically, it can cause problems with student adjustment on campus, the academic process, and leaving lectures; moreover, it causes fear (Monika & Awaru, 2018). Bullying can cause learning difficulties and endanger adolescent health, including orientation activities that are bullying and cause nonverbal aggression (Putra, 2021). The results of other studies also show that the tendency of bullying victims to get low achievement scores, generally, is more common among women who are victims (Haroon, 2018; Rusteholz et al., 2021), reduces self-confidence, and has an impact on suboptimal critical thinking skills (Oktaviany & Ramadan, 2023), reduce motivation (Candrawati & Setyawan, 2023).

Several research studies have highlighted how bullying can hinder learning and critical thinking. Bullied students have higher cognitive scores than non-bullied students. (Sari et al., 2021). Critical thinking abilities include questioning, admitting, and testing assumptions; noticing ambiguity; examining, interpreting, evaluating, reasoning, and reflecting; making sound judgments and conclusions; and explaining, articulating, and justifying viewpoints. (Webb et al., 2020). Other sources explain that learning discomfort causes focus loss. (Castro et al., 2023; Papadopoulou et al., 2021; Riley et al., 2019). Next, critical thinking skills stimulate students' thinking and involve participation in learning, building self-confidence, and so on. (Dalim et al., 2022)

Psychologically, bullying is considered trivial and normal, but it has a significant impact on mental health. Effectively, bullying events cause feelings of anger, sadness, shame, anxiety, and low self-esteem. Meanwhile, the behavioral aspect leads to rejection from their friends (Ali et al., 2019). In addition, another psychological impact is that some feel hopeless and hurt themselves. (Hidayati & Amalia, 2021) Psychological disorders are indeed caused by scaring, threatening, cursing, insulting, slandering, and other forms of threats, either intentionally or unintentionally. These actions are alarming, and although regulations strictly prohibit them, they often violate existing rules (Blakey et al., 2023; Broutin et al., 2023; Carnelius & Dennhag, 2023).

The background descriptions above show that many studies have discussed it in various education, health, and psychology issues. However, no one has explored the relationship between the three variables above. Hence, the researcher is interested in studying by proposing the following problem formulation: (1) is there a relationship between Bullying experience and critical thinking skills, (2) is there a relationship between study habits and critical thinking skills, and (3) is there a relationship between bullying experience and study habits with critical thinking skills. This research adds knowledge, especially about adapting habits that impact critical thinking skills. The results can be a reference for helping students develop critical thinking skills.

## **METHODOLOGY**

### **Research Design**

This research design uses an explanatory quantitative survey approach with a cross-sectional approach. Researchers collect numerical data that are analyzed using statistical methods based on predetermined instruments. The survey research design follows procedures to describe behavior, characteristics, and attitudes. The cross-sectional survey design is a data collection carried out at one time. (Cresswell, 2013). The selection of the cross-sectional design is the most common design used in education. Its advantages are that it can present information in a short time. Therefore, this study provides information for developing programs and services. (Cresswell, 2013) The unit of analysis is the group of individuals participating in the Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri Mataram study program.

## Participant

The population is defined as a generalized area with a certain quantity and characteristics determined by researchers to be studied and conclusions drawn (Sugiyono, 2015). The population is also the total number of individuals under study (Stratton, 2021). The population in this study was all PGMI students at the State Islamic University of Mataram, totaling 950 students. Of the population, not all populations become samples, so researchers use probability sampling techniques, where all populations are likely to become samples. To determine representative respondents, researchers use the Slovin formula, considering the large number of populations with the following formula:

$$n = \frac{N}{1 + Ne^2}$$

Information:

N = Total Population (950 students)

e = The desired margin of error is 10% = 0,1

Based on Slovin's calculations, the sample size was 90 students. The researcher did not limit respondents based on sex, gender, semester, or other categories; all students were entitled to be respondents.

**Table 1.** Distribution of respondents

No	Semester	Amount	Female	Male	Percentage	Faculty
1	II	30	18	12	Female=59%	Education and Teacher Training
2	IV	20	10	10	Male=41%	
3	VI	20	14	6		
4	VIII	10	6	4		
5	X-XII	10	5	5		
Total		90	53	37		

The table above shows that, according to the Slovin formula calculation, 90 students were selected from the total population, 59% male and 41% female. Respondents are spread across semesters II-XII. All respondents come from the PGMI Study Program, Universitas Islam Negeri Mataram.

## Data collection

The data collection technique used in this study was a questionnaire. The questionnaire contains statements on three variables that are the focus of the study. Each variable has a different number of instrument items. The number of question items for the bullying experience variable is 11 statement items, study habits are 14 statements, and critical thinking skills are 15 statement items. Researchers use a Likert scale of 1-4 to measure respondents' attitudes and opinions. In this case, respondents are asked to answer questions compiled in a list of questions in a Google form. This instrument is compiled and adapted for the bullying experience (Nansel et al., 2001). The author adopted and modified the instrument developed by Ennis (Ennis, 1991) through contextual adjustment.

## Data analysis

Data analysis is carried out after the data is collected. Before the hypothesis testing, a prerequisite test is carried out, namely the validity, reliability, normality, and homogeneity tests. The validity test is carried out

to measure the validity of the measuring instrument. The validity test criteria use Sugiyono's opinion, which is said to be valid if the value  $r_{\text{count}} > r_{\text{table}}$ . Next, the reliability test is carried out to determine the level of reliability of the measuring instrument. The instrument used is said to be reliable if the  $r_{\text{count}}$  value is  $> 0.70$  (Sugiyono, 2015). The normality and homogeneity tests are carried out to predict whether the tested data has a normal distribution. The test criteria using the Kolmogorov-Smirnov statistical normality test with a significance level of 0.05 or 5% are as follows: If  $\text{sig} > 0.05$ , then the data is said to be normally distributed, and if  $\text{sig} < 0.05$ , then the data is not normally distributed. At the same time, the homogeneity test is carried out to determine whether the data is homogeneous. (Purnomo, 2017). The assumption test was conducted using SPSS 25.00 for Windows.

## FINDINGS

### Validity and Reliability Test

Validity testing was conducted on 40 students of the PIAUD study program at the State Islamic University of Mataram. This study program was chosen because it has a scientific closeness to the PGMI study program, which is also a Basic Education study program. The results of the validity analysis provide an overview of the fact that not all items are valid. For valid bullying experience statements, there are 7, study habits 6, and critical thinking skills eight statements. As the validity testing criteria, the statement is valid if the calculated  $r_{\text{count}} > r_{\text{table}}$  and vice versa. The question is said to be invalid if  $r_{\text{count}} < r_{\text{table}}$ . The following are the results of the validity calculation for three variables. Furthermore, the reliability analysis results obtained a value of 0.866 for bullying experience, 0.722 for study habits, and 0.822 for critical thinking skills. For more details, see the table below.

**Table 2.** Validity and reliability test results

Variables	Indicators	Item	$r_{\text{tabel}}$	Pearson Correlation	Cronbach's alpha
Bullying experience	Inappropriate call	1	0,3044	0,711	0,866
	Physical appearance	3	0,3044	0,750	
	Directly hurting	4	0,3044	0,783	
	Outcast group	5	0,3044	0,695	
	Provoking others	6	0,3044	0,745	
	Digitally threatening	8	0,3044	0,777	
	Posting racist images	11	0,3044	0,743	
Study	Assignments on time	5	0,3044	0,811	0,722
Habits	Learn independently	7	0,3044	0,721	
	Learn every day	8	0,3044	0,692	
	Actively ask questions	9	0,3044	0,825	
	Understanding quickly.	10	0,3044	0,747	
	Make own summary	14	0,3044	0,826	
Critical thinking skills	Focused questions	1	0,3044	0,686	0,822
	Complete the challenge	4	0,3044	0,755	
	Answer questions	6	0,3044	0,892	
	Re-explain the material	7	0,3044	0,764	
	Conclude opinion	9	0,3044	0,752	
	Considering conclusion	10	0,3044	0,682	
	Respect opinions	12	0,3044	0,678	
	Think before you speak.	13	0,3044	0,810	

### Homogeneity and Normality Test

The normality test is one of the prerequisite tests that must be carried out before hypothesis testing. A normality test is carried out to determine whether the data obtained follows a normal distribution. The

normality test uses Kolmogorov-Smirnov, which indicates that the data is normally distributed if the significance level is high. Value > 0.05; otherwise, the data is not normally distributed if sig. < 0.05. The results of the normality test calculation show that the significance value of Bullying experience = 0.200, study habits = 0.108, and critical thinking skills = 0.098, and greater than 0.05, so the data is a normal distribution. Furthermore, for homogeneity analysis, the significance value obtained based on the mean is 0.270 > 0.05, indicating that the data is homogeneous.

### Hypothesis Testing

The results of the prerequisite test analysis met the criteria according to the provisions for continuing the hypothesis test. This analysis was conducted to test the relationship between bullying experience and study habits with Critical thinking skills. Data analysis was conducted by analyzing product moments, consisting of Pearson, multiple correlations, and relative and practical contributions.

Table 3 explains that there is no relationship between bullying experience and critical thinking skills ( $r_{\text{count}} = 0.082$ ), so the value is consulted with  $r_{\text{table}} = 0.2050$ , so the  $r_{\text{count}}$  value is smaller than the  $r_{\text{table}}$ . This means no significant relationship exists between bullying experience and critical thinking skills. This refers to the significant value of bullying experience and critical thinking skills, which is 0.443, which shows that the significance value is greater than 0.05, which means that there is no significant relationship between bullying experience and critical thinking skills. This means that students who experience bullying are not directly related to their critical thinking skills.

**Table 3.** Pearson Product-Moment Test Result

		EB	SH	CTS
BE	Pearson Correlation	1	.121	.082
	Sig. (2-tailed)		.257	.443
	N	90	90	90
LH	Pearson Correlation	.121	1	.864**
	Sig. (2-tailed)	.257		.000
	N	90	90	90
CTS	Pearson Correlation	.082	.864**	1
	Sig. (2-tailed)	.443	.000	
	N	90	90	90

\*\*. Correlation is significant at the 0.01 level (2-tailed).BE:

\*\*BE = Bullying experience, SH: Study habits, CTS: Critical thinking skill.

The results of the product-moment test on the relationship between study habits and critical thinking skills ( $r_{\text{count}} = 0.864$ ) and  $r_{\text{table}} = 0.2050$  explain that  $r_{\text{count}} > r_{\text{table}}$ , so there is a positive relationship between the two variables. In addition, the significance value is 0.000, which is smaller than 0.005; this means a significant relationship exists between study habits and critical thinking skills.

The next stage is to analyze the multiple correlations between bullying experience, study habits, and critical thinking skills, which is obtained at  $r_{\text{count}} = 0.865$  and  $r_{\text{table}} = 0.2050$ , so that  $r_{\text{count}} > r_{\text{table}}$ . This means a positive relationship exists between EB, study habits, and Critical thinking skills. The significance value of 0.000 < 0.05 indicates a significant relationship between bullying experience, study habits, and Critical thinking skills. Table 5 explains that variable  $X_1$  contributes 22.0%, variable  $X_2$  35.6%, while variable  $X_3$  reaches 42.4%. While the effective contribution is that  $X_1$  is 10.0%, then  $X_2$  is 14.2%, and  $X_3$  has a significant role of 16.5%, while the remaining 40.7% are variables outside the three variables.

**Table 4.** Multiple correlation test

Correlation	N	Coefficients	F	R	Sig.	Note
$X_1X_2Y$	90	78 <sup>a</sup>	128.908	.865 <sup>a</sup>	0.000	Positive and significant

**Table 5.** Relative and effective contribution

Variable	Relative contribution	Effective contribution
X <sub>1</sub>	22,0%	10,0%
X <sub>2</sub>	35,6	14,2%
Y	42,4%	16,5
Amount	100%	40,7%

## DISCUSSION

### The Correlation Between the Experience of Bullying and Critical Thinking Skills

The correlation test between bullying experiences and critical thinking skills obtained a significance value of 0.443, greater than 0.05, indicating no significant relationship between bullying experiences and critical thinking skills. Likewise, the  $r_{\text{count}}$  value = 0.082 is smaller than  $r_{\text{table}}$  = 0.2050, which supports the conclusion that there is no positive relationship between bullying experiences and critical thinking skills. If a child experiences bullying behavior, it has nothing to do with critical thinking skills. This contrasts with Sari et al.'s research results, which explain a positive relationship between students who experience verbal bullying and students' critical thinking skills. The higher the bullying activity, the lower the critical thinking skills (Sari et al., 2021).

According to Solas et al., there is no correlation between the perpetrators and victims of bullying and critical thinking skills. Children aged 10-16 who are victims of bullying have low critical thinking skills, while bullying aggressors have high critical thinking skills; the cause is not bullying behavior but the right teacher strategy in implementing learning. (Solas-martínez & Torre-cruz, 2025) Several research results acknowledge that elementary school significantly impacts critical thinking skills because elementary school-age children tend to be very young and less able to socialize and adapt, which results in low learning achievement. (Aldila, 2023; Bramantha et al., 2023; Tristanti et al., 2020). Referring to the various findings, learning strategies and the lack of good social interaction skills are the causes of low critical thinking skills in students. However, at college age, they tend to be able to adapt and socialize well; learning is no longer based on pedagogy but rather andragogical learning, namely adult learning; at this stage, students are already at the analysis and interpretation stage, so it can be concluded that no matter how strong people bully, students can anticipate the impact and not reduce their critical thinking skills at all.

### The Correlation Between Learning Habits and Critical Thinking Skills

Correlation analysis using SPSS 25 for the variables of learning habits with critical thinking skills obtained a significance value of 0.000 and less than 0.05, explaining the significant relationship between learning habits and critical thinking skills. The calculation results of the  $r_{\text{count}}$  value = 0.864 are greater than  $r_{\text{table}}$  = 0.2050, meaning a positive relationship exists between learning habits and critical thinking skills. The more accustomed to learning, the more critical; conversely, minimal learning habits do not impact critical thinking skills. This is in line with the opinions of Oktafiani, Suryandari, and Rokhmaniyah (2022), which state that study habits positively influence critical thinking skills; the intensity of study habits influences high, medium, and low critical thinking skills. (Oktafiani et al., 2022).

Previous studies have explained that learning habits are closely related to learning styles and reading habits (Fitrianti et al., 2021). Learning habits and intensity reduce students' anxiety levels and improve their critical thinking skills (Andreou et al., 2014; Purwaningsih, 2018). Another view also explains that learning habits significantly influence learning outcomes, which concerns compliance with lessons, learning techniques, reading and summary strategies, and fostering a strong interest in learning. Depending on the learning scale, the more maximal the habit, the better the learning outcomes (Pionera et al., 2020). Based on

the study, students' learning habits concerning accuracy in completing assignments, independent daily learning, actively asking questions, and understanding material quickly can affect critical thinking skills. The more accustomed students are to learning, the higher their critical thinking skills.

### **The Correlation Between Bullying Experience and Learning Habits With Critical Thinking Skills**

The results of the multiple correlation analysis between bullying experiences and learning habits with critical thinking skills obtained a count value > table. Namely,  $0.865 > 0.2050$  indicates a positive relationship between the three variables above; the  $r_{\text{count}}$  value is in the high category. Furthermore, the significance value is  $0.000 < 0.05$ , which explains a significant relationship between bullying experiences and learning habits with critical thinking skills. From the conclusion above, someone who has experienced bullying but has good learning habits also has good critical thinking skills. This is in line with Novandri's research that learning habits can affect critical thinking skills (Novandri et al., 2021)

This study shows a strong relationship between bullying experiences and learning habits with critical thinking skills. Bullying experiences weaken students' desire to learn, and they feel pressured so that they are not autonomous enough to manage their emotions. In contrast, critical thinking skills come from good memory; these memories can affect self-confidence in conveying arguments critically. (Ruedas-Caletrio et al., 2023). However, a person's age and maturity level are not affected by past experiences. Few of them are traumatized by bullying, but at a mature age, they can overcome this trauma so that it does not become a stumbling block in conveying critical arguments. (Aulina, 2019). Emotional maturity is also supported by the consumption of fast and accurate information from various social media sources to provide enlightenment on various problems and efforts to overcome them (Awdziej et al., 2023). Learning habits also influence emotional maturity. (Fullencamp, 2023).

In the context of learning habits toward critical thinking skills, students who are accustomed to managing their routines have enough time to develop themselves, minimize distractions, choose and determine the right time to study, study in groups, etc. (Hashim et al., 2021; Wang et al., 2018) The conclusion is that learning habits have a powerful relationship with critical thinking skills. Theoretically, this study has implications that can enrich information about bullying experiences and learning habits with critical thinking skills. However, its limitations include not obtaining qualitative information to emphasize the rational construction of the existing data quantification.

### **CONCLUSION**

The results of the study show that (1) there is no positive and significant relationship between bullying experiences and students' critical thinking skills in social science learning, (2) there is a positive and significant relationship between learning habits and critical thinking skills, and (3) together there is a positive and significant relationship between bullying experiences, learning habits, and critical thinking skills. Applying appropriate learning strategies and good social skills can affect critical thinking skills, while high-intensity learning habits can impact critical thinking skills. However, the combination of bullying experiences and learning habits has a positive and significant relationship with critical thinking skills, meaning that for someone who has bullying experiences but has good learning habits, it can improve critical thinking skills.

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