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The Correlation Between Self-Confidence and Emotion Regulation with Learning Motivation Among Bullying Victims

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Abstract

Bullying, both verbal and nonverbal, can negatively impact students' psychological well-being and academic engagement. This study examined the influence of self-confidence and emotion regulation on learning motivation among junior high school students who have experienced bullying. Using a quantitative correlational design, data were collected from 35 students selected through purposive sampling at a public school in Bandung Regency. Three validated psychological scales were used to assess self-confidence, emotion regulation, and learning motivation. Descriptive findings revealed that 97.2% of students had low self-confidence, and 54.29% had low learning motivation. Meanwhile, 57.14% of respondents demonstrated relatively high levels of emotion regulation. The regression analysis showed that self-confidence had a significant positive effect on learning motivation, while emotion regulation did not show a statistically significant influence when tested individually. However, when analyzed simultaneously, both variables contributed to 80.7% of the variance in learning motivation, indicating a strong joint influence. These findings suggest that psychological factors, particularly self-confidence, are crucial in shaping students' academic motivation. Students with low confidence tend to avoid academic challenges and are less persistent, especially after experiencing bullying. Although emotion regulation alone was not a strong predictor, it supports emotional stability, which may indirectly affect learning behaviors. The study recommends school-based programs that focus on rebuilding students' confidence and enhancing their ability to manage emotions. Providing a safe, supportive school environment is essential to prevent further psychological distress and to help students regain their motivation to learn.

Keywords: Self-Confidence, Emotion Regulation, Learning Motivation, Bullying, Adolescents

1. Introduction

Adolescence is a critical transitional period marked by significant biological, cognitive, and socioemotional development. Santrock, Junior high school students in Indonesia, typically aged thirteen to fifteen, are in the early stage of adolescence. This phase is characterized by identity exploration, emotional sensitivity, and growing reliance on peer relationships (Rais (2022)). At this stage, adolescents become more reactive to social interactions and environmental pressures,

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which makes them especially vulnerable to negative peer experiences such as bullying. Ekanesia (2022) explains that adolescence is a time of heightened developmental risk, particularly related to mental health issues like anxiety, emotional instability, and low self-worth.

Bullying is one of the most persistent and harmful issues within school environments. It is understood as repeated aggressive behavior intended to harm or intimidate others. This behavior may take various forms, including verbal abuse, physical aggression, social exclusion, and online harassment (Fatimah, et al. 2024). Reports from SMP X in Bandung Regency document a rise in verbal and nonverbal bullying cases between the years 2021 and 2025. These include mocking, name-calling, pushing, group violence, and threats, all of which have affected students' mental health and academic engagement.

Victims of bullying often report loss of interest in school, withdrawal from classroom activities, avoidance of peer interaction, and in some cases, refusal to attend school. (Maemunah, & Sakban, Candrawati, & Setyawan, 2023) emphasizes that bullying significantly reduces learning motivation, which refers to the inner drive that encourages individuals to engage in academic tasks and pursue learning goals. Students who are bullied may feel unsafe, anxious, and discouraged, leading to reduced confidence and lack of participation in learning. Fikri and Nuradina (2023) point out that academic motivation is closely influenced by students' emotional resources and belief in their abilities.

Self-confidence is one of the most influential factors in shaping learning behavior. According to Sastri (2022), students with low self-confidence tend to experience academic stress, avoid responsibility, and show a higher tendency for procrastination. Lauster, as cited in Sastri (2022), defines self-confidence as a positive attitude that enables individuals to believe in their own abilities, make decisions without excessive fear, and act independently. Bullying victims often show signs of low self-confidence, such as fear of speaking in class, reluctance to engage socially, and withdrawal from learning activities.

Emotion regulation is also essential to emotional health and academic progress. It refers to a person's ability to manage and respond to emotions in ways that support personal goals and social expectations (Gross (2002). Victims of bullying often struggle with negative emotions like fear and anger. Akbar (2022) notes that those with poor emotion regulation are more likely to act impulsively or experience severe stress. Husnianita & Jannah (2021). state that good emotion regulation helps individuals remain calm during distress and control behavior effectively. Students who lack this ability often experience symptoms such as trembling, rapid heartbeat, and mental fatigue during academic tasks.

The connection between self-confidence, emotion regulation, and learning motivation is important to understand. Students who believe in themselves and manage their emotions well are more likely to stay focused, persevere in difficult situations, and actively participate in class Sunarti, 2018). Nuradina (2022) adds that motivation is not always visible but can be observed through persistent goal-oriented behavior. Sardiman (2010) (tidak ada di referensi) describes learning motivation as an internal force that drives students to study and achieve learning goals. Highly motivated students are more resilient, engaged, and willing to take initiative even when learning becomes difficult.

Based on the increasing cases of bullying and their impact on students' psychological and academic conditions, this study was conducted to explore several key questions. It investigates

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how self-confidence and emotion regulation are experienced by students who have been exposed to verbal and nonverbal bullying. Furthermore, it examines the extent to which these two psychological factors relate to the learning motivation of bullying victims. The goal of this research is to assess the levels of self-confidence, emotion regulation, and learning motivation among affected students, and to identify whether there is a significant relationship between them, both individually and simultaneously. Through this investigation, the study seeks to provide evidence that may help schools develop support systems and interventions to assist victims of bullying in improving their emotional resilience and academic motivation.

2. Literature Review

2.1 Learning Motivation

Learning motivation refers to the internal and external drives that stimulate individuals to engage in learning activities and strive toward academic goals. Ryan & Deci (2000), defines motivation as an internal change in energy marked by emotional arousal and purposeful behavior toward a goal. Motivation is not directly observable but is inferred from behaviors driven by internal desires or external influences. It plays a critical role in sustaining students' engagement and achievement.

There are two main types of learning motivation, which are intrinsic and extrinsic. Intrinsic motivation originates from within the student, such as interest, goals, and psychological or physical conditions. In contrast, extrinsic motivation is influenced by external factors such as rewards, the learning environment, teacher behavior, and social encouragement (Uno, 2023).

Several internal and external factors influence learning motivation. Internally, students' interest in particular subjects and personal aspirations influence their commitment to learning. Externally, family support and the role of teachers are crucial. A positive classroom climate, emotional support from parents, and effective teaching methods increase students' enthusiasm and perseverance in school tasks (Fikri and Nuradina, 2023).

2.2 Self-Confidence

Self-confidence is a personality trait that reflects an individual's belief in their ability to act, decide, and perform tasks without being easily influenced by others. According to Lauster (2021), self-confidence is a positive attitude that allows individuals to trust their capabilities and judgments, face challenges, and act with optimism, responsibility, and independence. Individuals with high self-confidence are able to manage fear, accept their strengths and weaknesses, and remain composed in difficult or critical situations.

The dimensions of self-confidence include belief in oneself, optimism, objectivity, a sense of responsibility, and rational thinking. These elements help individuals make logical decisions and behave confidently without emotional overreaction or dependence on others' approval. Conversely, individuals with low self-confidence tend to show social withdrawal, fear of failure, and indecisiveness in learning environments (Sastri, 2022).

Self-confidence is influenced by internal factors such as self-concept, self-esteem, physical condition, and past experiences, as well as external factors including gender roles, education level, occupational status, and environment. Confident students are more likely to ask questions, take academic risks, and remain engaged in classroom activities. In contrast, students with low confidence may avoid participation, delay assignments, or experience anxiety when faced with academic demands (Lauster, 2021).

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2.3 Emotion Regulation

Emotion regulation refers to the strategies that individuals use to influence their emotional experiences, including how emotions are initiated, maintained, and expressed. Gross (2015) describes it as the process by which people regulate their emotional responses to align with personal goals or social expectations. Emotion regulation involves both increasing and decreasing the intensity of emotions, depending on the situation and objective.

Two prominent strategies are cognitive reappraisal and expressive suppression. Cognitive reappraisal involves reinterpreting a situation in a way that changes its emotional impact. Expressive suppression refers to the effort to inhibit outward emotional expressions without necessarily reducing internal emotional intensity.

According to Gross's emotion regulation model, several factors influence this process. These include situation selection, attention focus, cognitive appraisal, and behavioral response. For example, individuals may avoid emotionally triggering situations, redirect their attention, or reframe negative events as learning opportunities. Behavioral responses, such as relaxation techniques or verbal expression, are also part of emotion regulation strategies (Akbar, 2022).

Students who are victims of bullying often experience emotional dysregulation. They may have difficulties controlling fear, anger, and anxiety. These challenges may manifest as avoidance behaviors, physiological stress symptoms, or social withdrawal. In contrast, students with effective emotional regulation can remain calm, think clearly, and stay engaged in academic activities even in stressful conditions (Gratz and Roemer, 2004).

2.4 Conseptual Framwork

In the educational context, bullying continues to be a serious concern. Verbal bullying includes teasing and hurtful comments, while nonverbal bullying involves physical aggression or social exclusion. These behaviors negatively impact students' psychological health, including their confidence, emotional balance, and learning motivation.

Data from counseling teachers at SMP X in Bandung Regency show that thirty students have been identified as victims of repeated bullying, both verbal and nonverbal. This raises concerns about the decline in their learning motivation due to social and emotional pressures. According to Gross (2015), emotion regulation enables students to manage stress and maintain focus during learning activities. Students with strong emotion regulation are better equipped to stay calm, recover quickly, and remain academically engaged.

At the same time, self-confidence enables students to express their ideas, ask questions, and take initiative in class. It helps students persist despite challenges and contributes to a positive learning mindset. When both self-confidence and emotion regulation are well developed, students are more likely to maintain motivation, especially when facing adversity such as bullying.

3. Research Method

3.1 Research Design

This research adopts a quantitative correlational design grounded in a positivist epistemology. The quantitative approach was selected to examine the statistical relationship between the independent variables, self-confidence and emotion regulation, and the dependent variable, learning motivation. According to Thalib (2022) explains that quantitative research utilizes

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structured instruments and statistical analysis to measure relationships between clearly defined variables, aiming to produce objective, measurable, and generalizable conclusions. In the context of this study, the goal is to explore how individual psychological capacities affect students' academic motivation in the aftermath of verbal and non-verbal bullying.

3.1.1 Sampling Technique and Participants

The participants in this study were selected using total sampling, a census approach often used when the population is small and fully accessible. The population consisted of junior high school students at SMP X in Bandung Regency who had been formally identified as victims of bullying. According to records from the school's counseling division, 30 students had experienced repeated incidents of verbal and non-verbal bullying.

Because the population was limited and highly specific, only students confirmed to be victims of bullying, the total sampling method was considered most appropriate. All participants met the inclusion criteria and voluntarily participated in the study by completing an online questionnaire. The approach ensured comprehensive data collection from all affected students, enabling the researcher to make accurate inferences about the population.

3.2 Instrument and Data Analysis Techniques

Data were collected using structured psychological questionnaires adapted from established theories. Self-confidence was measured using an instrument based on the theoretical framework of Lauster (2021), which conceptualizes self-confidence as a positive belief in one's ability to think, decide, and act independently. The scale consisted of 38 items divided into five dimensions: self-belief, optimism, objectivity, responsibility, and rationality. Each dimension was represented by multiple items designed to capture the respondent's perceived competence and resilience.

Emotion regulation was assessed using a scale adapted from Gross and John (2015), which defines emotion regulation as the process through which individuals evaluate, modulate, and express their emotions appropriately. The scale comprised 18 items across two core dimensions: cognitive reappraisal and expressive suppression. These dimensions reflect the respondent's capacity to reframe emotional triggers and manage emotional expressions in challenging situations.

Learning motivation was measured using a scale developed by Uno (2023), which includes both intrinsic and extrinsic motivation components. The 20-item scale evaluated students' internal drive to succeed and their responses to external motivators such as environmental support and classroom dynamics.

All instruments used a Likert-type response format, ranging from strongly disagree to strongly agree. Construct validity was tested using Pearson Product Moment correlation, which showed that all item-total correlations were statistically significant at the 0.05 level, indicating that each item adequately represented its intended construct. Reliability testing was conducted using Cronbach's Alpha. The results demonstrated high internal consistency across the three instruments, with alpha values exceeding 0.70 in all cases.

The initial phase of analysis involved descriptive statistics to summarize participant characteristics and the distribution of responses. This included the calculation of means, standard deviations, minimum and maximum scores for each variable.

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To ensure the robustness of the regression model, classical assumption tests were conducted. The Kolmogorov–Smirnov test was used to verify normality, while linearity was examined using analysis of variance within the regression framework. These preliminary checks confirmed that the data met the assumptions required for further inferential analysis.

The primary analysis used in this study was multiple linear regression, which enabled the researcher to evaluate both the individual and combined effects of self-confidence and emotion regulation on learning motivation. An alpha level of 0.05 was used as the threshold for statistical significance. Variables with p-values below this level were interpreted as having a significant impact on the dependent variable.

4. Findings and Discussions

4.1 Findings

This section presents the core findings of the study and interprets the results in light of existing theories and prior research. The data are organized into two main parts: descriptive results, which illustrate the general characteristics of the participants and the distribution of key psychological variables; and regression analysis, which explores the relationships among self-confidence, emotion regulation, and learning motivation. These findings provide insight into the psychological dynamics affecting students who experience bullying.

Table 1. General Description of Respondents

Description	Frequency	Percentage
Gender		
Female	17	48.6%
Male	18	51.4%
Grade		
Grade 7	11	31.4%
Grade 8	16	45.7%
Grade 9	8	22.9%

Source: Primary Data Processed by The Researcher (2025)

The sample consisted of 35 junior high school students identified as victims of verbal and nonverbal bullying. The gender distribution was relatively balanced, with a slightly higher number of female students. Most participants were from Grade 8, indicating that students in this grade may be more vulnerable to bullying incidents or more willing to report their experiences.

Table 2. Descriptive Statistics of Variables

Variable	N	Mean	Std. Dev	Min	Max
Self-confidence	35	55.17	9.94	32	86
Emotion Regulation	35	25.94	5.18	12	39
Learning Motivation	35	24.74	5.12	12	39

Source: Data Processed by The Researcher (2025)

The results showed that students had a relatively low average score for self-confidence and learning motivation. The mean value of self-confidence was 55.17, with most students categorized as low. Emotion regulation had a more balanced distribution, with 57.14% categorized as high. However, more than half of the respondents (54.29%) were found to have

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low learning motivation, possibly due to psychological distress caused by bullying experiences.

Table 3. Frequency of Self-Confidence Levels

Category	Frequency	Percentage
High	1	2.8%
Low	34	97.2%

Source: Data Processed by The Researcher (2025)

Almost all respondents were categorized as having low self-confidence, indicating a substantial psychological impact from bullying. This may affect students' willingness to participate in class activities or express their opinions.

Table 4. Frequency of Emotion Regulation Levels

Category	Frequency	Percentage
High	20	57.14%
Low	15	42.86%

Source: Data Processed by The Researcher (2025)

Students showed variation in their ability to regulate emotions. Although the majority were able to regulate emotions effectively, a significant number still struggled, particularly under social pressure and stress.

Table 5. Frequency of Learning Motivation Levels

Category	Frequency	Percentage
High	16	45.71%
Low	19	54.29%

Source: Data Processed by The Researcher (2025)

Slightly more than half of the students demonstrated low learning motivation. This could be attributed to diminished self-confidence and difficulties in emotion regulation, both of which are key factors in students' academic engagement.

Table 6. Model Summary of Multiple Regression

R	R Square	Adjusted R Square	Std.Error of the Estimate
0.898	0.807	0.795	2.32015

Source: Data Processed by The Researcher (2025)

The regression model revealed that self-confidence and emotion regulation collectively explained 80.7% of the variation in learning motivation. This high R square value indicates that psychological constructs play a significant role in shaping students' academic behaviors.

Table 7. ANOVA for Regression Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	720.427	2	360.213	66.916	0.000
	Residual	172.259	32	5.383		
	Total	892.686	34			

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a. Dependent Variable: *Student Engagement*
b. Predictors: (Constant), *Subjective Well-Being*, Dukungan Sosial

Source: Data Processed by The Researcher (2025)

The model was statistically significant overall, indicating that self-confidence and emotion regulation, when considered together, significantly influence learning motivation.

Table 8. Regression Coefficients

Coefficients[a]					
	B	**Std. Error**		t	Sig
1 (Constant)	-0.998	2.261	-0.442	-0.442	0.662
Self-Confidence	0.345	0.072	4.799	4.799	0.000
Emotion Regulation	0.258	0.138	1.873	1.873	0.070
a. Dependent Variable: *Learning Motivation*					

Source: Data Processed by The Researcher (2025)

Based on the test results, the *t* value for self-confidence was 4.799, with a significance level of 0.000. Since the *t* value is greater than the *t* table (4.799 > 2.034) and the significance level is below 0.05, it means that self-confidence has a significant and positive effect on students' learning motivation.

On the other hand, the *t* value for emotional regulation was 1.873, with a significance level of 0.070. Because the *t* value is smaller than the *t* table (1.873 < 2.034) and the significance level is above 0.05, emotional regulation does not have a significant effect on learning motivation. However, the regression coefficient is positive, indicating that emotional regulation still has a positive influence, albeit not statistically significant.

4.2 Discussions

The results confirmed the critical role of self-confidence in determining learning motivation. According to Lauster (2021), self-confidence is rooted in one's belief in their own capabilities, influencing persistence and optimism. Sastri (2022) also reported that students with low self-confidence are more likely to experience anxiety and academic procrastination. This supports the notion that self-perception not only impacts psychological well-being but also plays a central role in shaping academic behaviors. In contexts where bullying is prevalent, a lack of self-confidence may stem from repeated social rejection, leading to lowered self-efficacy and reduced willingness to engage in classroom activities or take academic risks.

Although emotion regulation did not significantly affect learning motivation when considered independently, it remains important in buffering emotional responses to stress. Gross and John (2015) emphasized that successful emotional regulation promotes academic resilience, especially in stressful environments. While Akbar (2022) argued that individuals with poor emotion regulation are more likely to exhibit maladaptive behaviors, this effect may not manifest directly in academic motivation but rather in emotional stability. This partial result suggests that while students may be equipped to handle emotional disruption, the internal effort of regulating emotions may not always translate into observable academic performance unless accompanied by supportive external conditions.

The combined impact of self-confidence and emotion regulation demonstrates that psychological well-being is essential for academic success, especially among students who

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have experienced bullying. This aligns with findings by Fikri and Nuradina (2023), who asserted that bullied students often show reduced academic drive due to internalized stress and decreased self-worth. Additionally, Ekanesia (2022) found that sustained experiences of peer victimization negatively affect intrinsic motivation, which is often driven by a student's internal belief in their competence and autonomy. The present study reinforces this by highlighting the need to enhance both internal psychological resources and the learning environment to improve student engagement.

These findings offer practical implications for educators, counselors, and policymakers. Interventions aimed at improving students' confidence should be prioritized to enhance their learning motivation. Programs that integrate emotional regulation training could complement this effort, fostering holistic development. Moreover, anti-bullying initiatives should not only aim to reduce incidents but also focus on post-bullying recovery by nurturing student resilience and agency.

Further studies should consider longitudinal designs to examine how changes in self-confidence and emotion regulation influence motivation over time. Additionally, other factors such as parental support or peer relationships could be explored to build a more comprehensive understanding of student engagement.

In conclusion, self-confidence significantly affects learning motivation among bullying victims. Although emotion regulation did not show a strong direct effect, its role remains critical in managing students' psychological health. Strengthening both self-belief and emotional management can create a more supportive environment for learning, especially for students who have faced adversity.

5. Conclusion

This study reveals that self-confidence plays a crucial role in shaping the learning motivation of students who have experienced verbal and nonverbal bullying. Students with higher levels of self-confidence are more likely to remain engaged in academic activities, overcome challenges, and maintain a positive outlook toward their learning goals, even after encountering negative social experiences. Self-confidence helps students believe in their abilities and encourages resilience in the face of adversity.

On the other hand, emotion regulation does not show a direct significant effect on learning motivation, but it still plays an important role in maintaining emotional stability. The ability to manage emotional responses, such as fear, anger, or anxiety, enables students to cope better with psychological stress caused by bullying. Although its influence on motivation may not be immediate or visible, emotion regulation supports a calm and composed mindset that indirectly benefits academic persistence.

Together, self-confidence and emotion regulation are essential psychological factors that support learning motivation among bullying victims. Their combined presence creates a supportive internal environment that fosters students' willingness to engage and persevere in school. Therefore, efforts to strengthen students' learning motivation should not only focus on academic skills but also prioritize psychological support, particularly in rebuilding students' self-confidence and enhancing their emotional management abilities.

It is recommended that schools develop structured intervention programs that integrate self-confidence development and emotion regulation training. Creating a safe, nurturing, and

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supportive school environment is also key to helping students recover from bullying and regain their motivation to learn and grow.

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