

The Influence of Academic Self-Efficacy and Christian Values Learning on Bullying Behavior Tendencies at SMA Kristen 2 Binsus Tomohon

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Abstract

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This study aims to analyze the influence of Academic Self-Efficacy and Christian Values Learning on the tendency of bullying behavior among students at SMA Kristen 2 Binsus Tomohon. Employing a quantitative, associativecausal research design, the study involved 65 participants selected through stratified random sampling from a total population of 187 students. The results indicate a significant positive effect of both Academic Self-Efficacy and Christian Values Learning, individually and simultaneously, on reducing bullying tendencies. Students with high academic self-confidence and an internalized understanding of Christian values were less likely to engage in bullying behaviors. The findings reinforce the importance of combining psychological constructs and moral education in fostering safe and respectful educational environments, particularly in faith-based schools.

Keywords: *Academic Self-Efficacy, Christian Values Learning, Bullying Behavior, Christian Education, Student Character*

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INTRODUCTION

Bullying in school environments remains a pervasive global issue, affecting not only victims but also perpetrators and their social surroundings (Qu, 2025). Despite educational institutions' efforts to instill moral values and discipline, bullying continues to manifest in various forms—including verbal, physical, social, and cyber forms—creating long-term psychological and academic consequences for students (Manalu, Gulo, & Tamba, 2025; Syafiq, 2024).

In Indonesia, this phenomenon is particularly alarming. Data from the Ministry of Education and Culture (2022) show that 41% of the country's 53 million students have experienced some form of violence at school, including bullying. This figure is significantly higher than the global average of 30% reported by UNESCO (2022), suggesting an urgent need for effective interventions.

In christian schools such as SMA Kristen 2 Binsus Tomohon, Christian values are expected to be foundational for student character. However, bullying persists even in such settings. This raises critical questions about the psychological and spiritual dimensions that influence student behavior. Two factors believed to play essential roles in this context are Academic Self-Efficacy and Christian Values Learning. According to Bandura's (2000) Social Cognitive Theory, academic self-efficacy refers to an individual's belief in their ability to

accomplish academic tasks. High levels of self-efficacy correlate with lower tendencies toward aggression and deviant behavior (Caprara et al., 2008; Mercer & Keller-Margulis, 2015).

Similarly, Christian Values Learning, as emphasized in Lickona's (1991) character education model, fosters moral cognition, emotional development, and ethical behavior. In Christian schools, these values—such as compassion, forgiveness, integrity, and service—are deeply integrated into the curriculum (Arthur, 2021; Champion, 2022).

However, the gap between theoretical teaching and behavioral practice remains a challenge (Arthur, 2021:84).

While previous studies have explored the relationship between religiosity and behavior (Anidaisma et al., 2023), as well as the role of academic self-efficacy in emotional regulation (Usher & Pajares, 2008; Allen et al., 2022), few have investigated how these two variables interact within the specific context of Christian boarding schools. The present study addresses this research gap by examining how the interplay between academic belief and moral instruction impacts bullying behavior in a uniquely structured educational setting.

SMA Kristen 2 Binsus Tomohon provides a relevant site for this inquiry. As a residential Christian high school in North Sulawesi, the school combines academic rigor with faith-based character development. While bullying incidents are reportedly low, various observed forms—including physical aggression, verbal insults, social exclusion, and cases of cyberbullying—signal the need for deeper investigation into preventive factors.

METHODS Research Design

This study utilized a quantitative approach with an associative-causal research design to examine the relationships between academic self-efficacy, Christian values learning, and students' tendencies toward bullying behavior. The design was chosen to evaluate both partial and simultaneous effects of the independent variables on the dependent variable.

Population and Sampling

The population consisted of 187 students enrolled at SMA Kristen 2 Binsus Tomohon, a Christian boarding high school located in North Sulawesi, Indonesia. A sample of 65 students was drawn using simple random sampling, a probability sampling technique ensuring that every individual in the population had an equal chance of being selected.

The selection was conducted across classes X and XI, and care was taken to ensure proportional representation of students from both grade levels. The sample size was determined based on sampling sufficiency and the statistical power required for multivariate analysis.

Instruments

Three instruments were developed and validated to measure the following variables: (1) Bullying Behavior (Y): The instrument to measure bullying behavior consisted of indicators reflecting physical, verbal, social, and cyberbullying dimensions. The final version of the instrument included items that had passed the validity and reliability testing, with a Cronbach's alpha coefficient indicating strong internal consistency. (2) Academic Self-Efficacy (X1): The

academic self-efficacy scale was adapted from existing validated frameworks and refined through a preliminary try-out. The construct included beliefs about personal competence, task completion, and academic goal achievement. (3) Christian Values Learning (X2): This scale measured students' perceptions and experiences in learning Christian values, including dimensions such as compassion, forgiveness, humility, and social responsibility.

All three instruments were validated by experts through content validity procedures, followed by empirical testing using validity (Pearson's r) and reliability analysis. Each construct demonstrated satisfactory psychometric properties, with reliability coefficients ($\alpha > 0.60$).

Data Collection Procedure

Data were collected using structured questionnaires administered in the classroom under the supervision of the researchers and school personnel. Prior to data collection, informed consent was obtained from both students and school authorities, ensuring ethical compliance and participant confidentiality.

Data Analysis

Data analysis was carried out using multiple linear regression analysis to test both partial and simultaneous effects of the independent variables (academic self-efficacy and Christian values learning) on the dependent variable (bullying behavior tendency).

The following statistical procedures were applied: (1) Descriptive statistics to summarize data distribution. (2) Normality, linearity, multicollinearity, and heteroscedasticity tests to confirm the assumptions of regression. (3) t-tests for partial hypothesis testing. (3) F-tests for simultaneous effect testing. (4) Coefficient of determination (R^2) to assess model explanatory power. All analyses were performed using standard statistical software, and results were interpreted at a significance level of $\alpha = 0.05$.

RESULT AND DISSCUSSION

This study examined the influence of Academic Self-Efficacy (X1) and Christian Values Learning (X2) on the tendency of Bullying Behavior (Y) among students at SMA Kristen 2 Binsus Tomohon using a multiple linear regression model. The quantitative analysis involved 65 respondents selected through stratified random sampling from a population of 187 students. The data were processed through SPSS using classical assumption tests, partial (t-test), simultaneous (f-test), and coefficient of determination (R^2).

Table 1

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Perilaku Bullying (Y) *	Between	(Combined)	1953.543	27	72.353	3.944	.000
Academic Self-Efficacy (X1)	Groups	Linearity	1537.847	1	1537.847	83.818	.000

	Deviation from Linearity	415.69626	15.988	.871	.639
	Within Groups	678.85737	18.347		
	Total	2632.40064			

Based on the significance value (Sig.) in the table above, the Deviation from Linearity value is $0.639 \geq 0.05$. Therefore, it can be concluded that there is a significant linear relationship between the variable Academic Self-Efficacy (X1) and Bullying Behavior (Y). Based on the F-table value above, the obtained F-calculated value is 0.871, which is smaller than the F-table value of 3.14. Since the F-calculated value is smaller than the F-table value, it can be concluded that there is a significant linear relationship between the variable Academic Self-Efficacy (X1) and Bullying Behavior (Y) (table 1).

Table 2

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Perilaku Bullying (Y) * Pembelajaran Nilai-nilai Kristiani (X2)	Between (Combined) Groups	2105.58619		110.820	9.466	.000
	Linearity	1762.483	1	1762.483	150.550	.000
	Deviation from Linearity	343.10318		19.061	1.628	.093
	Within Groups	526.81445		11.707		
	Total	2632.40064				

Based on the significance value (Sig.) in the table above, the Deviation from Linearity value is 0.093, which is greater than 0.05. Therefore, it can be concluded that there is a significant linear relationship between the variable Christian Values Learning (X2) and Bullying Behavior (Y). Based on the F-table value above, the obtained F-calculated value is 1.628, which is smaller than the F-table value of 3.14. Since the F-calculated value is smaller than the F-table value, it can still be concluded that there is a significant linear relationship between the variable Christian Values Learning (X2) and Bullying Behavior (Y) (table 2).

Table 3

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	-1.496	5.256		-.285	.777

Academic Self-Efficacy	.275	.076	.3543.604	.001
Pembelajaran Nilai-nilai Kristiani	.609	.107	.5585.688	.000

a. Dependent Variable: Perilaku Bullying

The results of the t-test from SPSS 26 indicate that the variable Academic SelfEfficacy (X1) has a positive and significant partial effect on Bullying Behavior (Y), as shown by the value of t-count > t-table, namely 3.604 > 1.998, with a significance level of 0.001 < 0.05. Similarly, the variable Christian Values Learning (X2) also has a positive and significant partial effect on Bullying Behavior (Y), indicated by t-count > t-table, namely 5.688 > 1.998, and a significance level of 0.001 < 0.05, (table 3).

Table 4

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1913.142	2	956.571	82.456	.000 ^b
	Residual	719.258	62	11.601		
	Total	2632.400	64			

a. Dependent Variable: Perilaku Bullying

b. Predictors: (Constant), Pembelajaran Nilai-nilai Kristiani, Academic Self-Efficacy

The results show that the F-count value is 82.5, while the F-table value is 3.14, which means that F-count > F-table, and the obtained significance level is 0.00 < 0.05. This indicates that the independent variables, Academic Self-Efficacy (X1) and Christian Values Learning (X2), have a simultaneous significant effect on the dependent variable, Bullying Behavior (Y), (table 4).

Table 5

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853 ^a	.727	.718	3.406

a. Predictors: (Constant), Pembelajaran Nilai-nilai Kristiani, Academic Self-Efficacy

The results show that the R² value or coefficient of determination obtained is 0.727 or 72.7%. This means that all independent variables, namely Academic SelfEfficacy (X1) and Christian Values Learning (X2), influence Bullying Behavior (Y) by 72.7%, while the remaining 27.3% (100% - 72.7%) is influenced by other factors not examined in this study, (table 5).

The results confirm the theoretical assumptions of Social Cognitive Theory by Bandura (2000), which asserts that individuals with high self-efficacy demonstrate stronger emotional regulation, problem-solving capacity, and prosocial behavior. Students who feel confident in their academic abilities are less likely to resort to aggressive behavior to assert dominance (Caprara et al., 2008; Mercer & Keller-Margulis, 2015). In this study, those with higher academic self-efficacy reported a reduced inclination toward bullying—supporting findings by Peguero & Shaffer (2015), who link self-efficacy with lower rates of both perpetration and victimization.

Equally significant is the role of Christian Values Learning in shaping student behavior. According to Lickona (1991) and Nucci & Narvaez (2014), moral education must be holistic, encompassing cognitive understanding, emotional attachment, and behavioral enactment of values. The Christian school context provides structured religious instruction aimed at nurturing virtues such as empathy, compassion, forgiveness, and respect (Arthur, 2021). The significant relationship between Christian values education and bullying reduction aligns with Anidaisma et al. (2023), who found that spiritual instruction reduces aggression and fosters harmonious relationships.

However, the study also acknowledges that the effect size ($R^2 = 0.727$) implies the existence of other factors influencing bullying behavior (e.g., peer dynamics, family environment, exposure to media). Prior research supports this: Košir et al. (2020) emphasize the role of classroom climate and peer norms, while Mashsha et al. (2025) and Syafiq (2024) highlight the psychological consequences of stress, anxiety, and unresolved trauma.

A noteworthy insight from the contextual setting (SMA Kristen 2 Binsus Tomohon) is that despite its spiritual and moral ethos, bullying still occurs—albeit in reduced frequency. Observed cases included verbal harassment, social exclusion, and minor instances of cyberbullying, reflecting the complexity of translating religious instruction into consistent ethical behavior. This gap, identified by Arthur (2021) and Champion (2022), underscores the challenge of internalizing values beyond doctrinal instruction.

Moreover, the combined model proposed in this study suggests that neither psychological belief (self-efficacy) nor moral education alone is sufficient; rather, their synergy provides a more holistic protection mechanism. This supports the interdisciplinary approach advocated by Allen et al. (2022) and the integrative model explored by Zhang et al. (2025), where educational psychology and religious pedagogy intersect.

CONCLUSION

After conducting a comprehensive study, the following conclusions can be drawn based on the findings: (1) The results indicate that Academic Self-Efficacy has a significant positive effect on bullying behavior tendencies. The higher the students' confidence in their academic abilities (self-efficacy), the lower their likelihood of engaging in bullying behavior. This suggests that students who believe in their ability to learn and complete academic tasks tend to demonstrate better self-control and are more likely to exhibit positive behavior within social environments. (2) The findings also show that Christian Values Learning

significantly influences bullying behavior tendencies. The deeper the students' understanding, internalization, and application of Christian values— such as love, forgiveness, and respect for others—in daily life, the less likely they are to engage in bullying. These values serve as moral guidelines that shape students' attitudes and social behavior. (3) The study further reveals that Academic Self-Efficacy and Christian Values Learning, when considered simultaneously, have a significant positive effect on the tendency toward bullying behavior at SMA Kristen 2 Binsus Tomohon. In other words, the more students internalize and implement both academic self-efficacy and Christian values in their daily lives, the lower their tendency to engage in bullying behavior.

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