



Cyberbullying Experiences and Their Impact on Vocational Students' Academic Achievement

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Abstract: This study investigates cyberbullying experiences among students in the Accounting program at SMK Negeri 3 Sukoharjo and their implications for psychological well-being and academic achievement. Responding to rising social media risks among adolescents, the research employs a qualitative case study design. Data were collected through semi-structured interviews, classroom observations, and documentation with victims of cyberbullying, guidance and counseling teachers, homeroom teachers, and the vice principal for student affairs. Data were analyzed using thematic analysis involving systematic coding, theme development, and interpretation, supported by source triangulation and member checking to enhance credibility. Findings indicate that cyberbullying—manifested as ridicule, negative comments, and unauthorized sharing of personal content—produces anxiety, diminished self-confidence, and social withdrawal. Consequently, affected students exhibit reduced concentration, lower classroom participation, and declining grades in several subjects. The study highlights the critical role of schools in mitigating cyberbullying by strengthening digital literacy, expanding counseling services, and establishing secure, sustainable reporting mechanisms. Recommendations emphasize integrated prevention strategies that involve teachers, parents, and school administrators to protect student welfare and support academic resilience.

Abstrak: Penelitian ini mengkaji pengalaman cyberbullying pada siswa Program Akuntansi SMK Negeri 3 Sukoharjo serta implikasinya terhadap kesejahteraan psikologis dan prestasi akademik. Menanggapi meningkatnya risiko penggunaan media sosial di kalangan remaja, penelitian ini menerapkan desain studi kasus kualitatif. Data dikumpulkan melalui wawancara semi-struktural, observasi kelas, dan dokumentasi dengan informan berupa siswa korban cyberbullying, guru bimbingan dan konseling, wali kelas, serta wakil kepala sekolah bidang kesiswaan. Analisis data dilakukan menggunakan analisis tematik yang melibatkan pengkodean sistematis, pengembangan tema, dan interpretasi makna; validitas diperkuat melalui triangulasi sumber dan member checking. Temuan menunjukkan bahwa cyberbullying berupa sindiran, komentar negatif, dan penyebaran konten pribadi tanpa izin menyebabkan kecemasan, menurunnya rasa percaya diri, dan penarikan diri sosial. Akibatnya, siswa terdampak menunjukkan penurunan konsentrasi, partisipasi kelas, dan penurunan nilai pada sejumlah mata pelajaran. Penelitian ini menegaskan peran penting sekolah dalam pencegahan dan penanganan melalui penguatan literasi digital, layanan konseling, serta sistem pelaporan yang aman dan berkelanjutan. Rekomendasi diarahkan pada strategi pencegahan terpadu melibatkan guru, orang tua, dan pengelola sekolah secara kontekstual bersama pemangku kepentingan.

A. Introduction

In Indonesia, the number of internet users increased by nearly 10 million from 2022 to 2023, with a growth rate of 5.2%. Data compiled by APJII (2023) shows that at the beginning of 2023, there were 153.7 million social media users in Indonesia aged 18 years and above, representing 79.5% of the total internet user population in that age group. In addition, the 13-18 age group recorded the highest internet penetration rate in Indonesia, reaching 75%. The high level of internet use among teenagers indirectly increases the risk of digital crimes, one of which is cyberbullying (Saragih et al., 2025). Cyberbullying not only has short-term effects but also long-term effects on the psychological, social, and academic conditions of the victims in particular. The rapid development of digital technology and the high intensity of social media use among teenagers have presented serious challenges in the world of education, particularly in relation to the increase in cases of cyberbullying. In general, cyberbullying has become a complex form of juvenile delinquency because it is carried out in a digital space that is difficult to monitor, is anonymous, and can occur at any time without space and time limitations. In practice, this phenomenon not only causes psychological effects such as anxiety, stress, and decreased self-confidence but also has a direct impact on the learning process of students. Based on preliminary observations at SMK Negeri 3 Sukoharjo, it was found that cyberbullying on social media often occurs but is rarely formally reported, thereby slipping under the school's radar. As a result, victims tend to experience a decline in concentration, academic motivation, and learning outcomes. This condition indicates a gap between the high risk of cyberbullying and the low level of detection and intervention mechanisms in the school environment, making this research an academic and practical urgency to understand the real impact of cyberbullying on the academic achievement of vocational high school students.

Cyberbullying is not only committed by teenagers, but also by minors who do not yet have the emotional maturity and understanding of ethics in using social media platforms. Children should not be left alone without supervision, but rather need supervision and control from their parents, especially within the family environment, so that children do not fall into actions that can harm others, considering that children still need protection of their rights even though there are regulations such as the Electronic Information and Transaction Law that regulates behavior in the digital space (Pranawati & Maimunah, 2025). In addition, monitoring children's use of social media platforms needs to be done in the school environment, given that parents cannot fully monitor them, especially when they are at school. This becomes the school's responsibility in monitoring children's use of social media platforms. At school, children receive knowledge and guidance directly from their teachers, so that, with school supervision, cyberbullying can be prevented, ensuring that children do not become victims or perpetrators (Eleanora & Adawiah, 2021).

Cyberbullying is one of the most common forms of digital crime experienced by children and adolescents. Reports from child protection agencies and national survey results show that middle school-aged adolescents are the group most vulnerable to becoming victims or perpetrators of cyberbullying (Chrysanti & Wibowo, 2024). Common forms of

cyberbullying include insults, spreading hate speech, verbal abuse, sharing personal photos or videos without permission, and threats via social media and instant messaging apps. This situation shows that the digital space is not yet a completely safe environment for the psychosocial development of adolescents, especially secondary school students. Bullying not only hurts the victim, but also the perpetrator, as the impact of bullying also has the potential to turn the perpetrator into a criminal in the future (Farodisa et al., 2025). Conceptually, cyberbullying has emerged as a consequence of the development of digital communication technology, which enables interaction without the constraints of space and time. According to Antama & Zuhdy (2021), cyberbullying occurs due to easy access to technology, the anonymity of perpetrators, low social control in the digital space, and a lack of digital literacy and empathy among users.

In the context of children, cyberbullying is also closely related to the phase of self-identity search, the need for social recognition, and the tendency to follow peer group norms. Social media is often used to show existence, but it can also be a medium for expressing aggression indirectly, without considering the psychological impact on the victim. According to Marsinun & Riswanto (2020), cyberbullying is the act of intimidation using electronic media or devices. Bullying on social media is a deliberate act by the perpetrator with the intention or purpose of causing harm, and this act is always carried out consistently or repeatedly and always involves an element of a relationship characterized by an imbalance of power. Cyberbullying is one of the many negative impacts of current technological developments, especially social media, which has become a source of information and trends because almost every activity a person does is uploaded to their social media accounts (Qolbya et al., 2023). Social media such as Instagram, TikTok, Twitter, online games, and others unknowingly trigger cyberbullying in school environments. The phenomenon of cyberbullying in Indonesia is increasingly worrying, especially among secondary school-aged teenagers. Data from child protection agencies shows that bullying, including online bullying, is one of the most common forms of violence experienced by children (Vasudewa & Setuningsih, 2023). The high intensity of social media use, which is not balanced with digital literacy, adequate supervision, and low legal awareness, is the main factor causing the prevalence of cyberbullying among students. This condition confirms that cyberbullying is a systemic problem that requires serious attention from various parties.

Vocational high school students are one of the groups that are vulnerable to cyberbullying. In the vocational high school (SMK) environment, cyberbullying is influenced by various factors, such as high intensity of social media use, seniority culture, complex friendships, and lack of supervision from parents and schools. In addition, the characteristics of SMK students who tend to be active in the digital world, especially on social media platforms and online games, also increase the potential for cyberbullying. Academic pressure, friendship conflicts, and excessive gadget use often exacerbate this condition. This phenomenon makes cyberbullying not only an individual problem, but also

an institutional issue that directly impacts the school climate and quality of learning (Imani et al., 2021).

Previous studies, such as those reported by Hidayat & Putra (2025), show that cyberbullying among vocational high school students generally focuses on psychological aspects, such as students' levels of anxiety, stress, depression, and social adjustment. Several studies still focus on psychological and social impacts, such as anxiety, depression, and student adjustment. Research linking cyberbullying to academic aspects is generally conducted on public high school students or college students, in urban areas and public educational institutions. To date, studies that specifically analyze the impact of cyberbullying on the academic achievement of vocational high school (SMK) students, especially in public schools in rural areas, are still very limited. In addition, there has not been much research linking the phenomenon of cyberbullying to the unique characteristics of SMK students, who have a high intensity of technology use and different academic pressures. This gap is the main reason why this research is necessary.

The novelty of this study lies in its focus on analyzing the impact of cyberbullying on the academic achievement of vocational high school students at SMK Negeri 3 Sukoharjo, a public vocational school in the region. This study not only captures cyberbullying as a social phenomenon, but also directly links it to student academic achievement as an indicator of vocational education success. In addition, this study presents a contextual perspective by considering the characteristics of the vocational school environment, school culture, and students' social media usage patterns. Thus, this study expands the body of cyberbullying research by providing new empirical evidence relevant to the development of educational policies and counseling services in vocational schools.

Victims of cyberbullying often experience anxiety, stress, and depression, which can interfere with their focus on learning and reduce their motivation and academic achievement. Academic achievement is one of the main indicators of the success of the higher education process (Hidayat & Putra, 2025). In general, academic achievement refers to the accomplishments students achieve through a series of systematic learning activities. These achievements can manifest in academic scores, attendance, class participation, or other objective measures (Pujianti & Mardiansyah, 2025). A concrete example of this phenomenon can be found at SMK Negeri 3 Sukoharjo, a vocational school that actively utilizes digital technology. Based on preliminary observations and unstructured interviews with several students and teachers, there were cases of cyberbullying occurring through social media, but these were not formally reported to the school. Instead of utilizing social media for learning activities, some students used it to bully their peers. Unbeknownst to them, this behavior affected learning, as students became more focused on social media than on learning activities. In addition, excessive use of social media can change students' lifestyles, communication patterns, and socialization, leading to decreased motivation to learn, interest in attending school, and report card scores (Dewi et al., 2024). Schools should be safe environments that support student development. Cyberbullying can damage the school climate, disrupt the learning process, and create a sense of insecurity among students

(Oktara et al., 2024). Therefore, the role of schools, especially guidance counselors and school counselors, is very important in educating students about the impact of cyberbullying, training students' social and emotional skills, and providing assistance to victims and perpetrators. Cooperation between schools, parents, and other stakeholders is necessary to build a safe and healthy school culture (Pratiwi & Eliasa, 2024).

Based on the above description, cyberbullying is a phenomenon of juvenile delinquency that is increasingly likely to occur with the rapid development of technology and digital media. Cyberbullying not only affects students' psychological and social aspects, but also influences their academic achievement. Therefore, this study aims to analyze the impact of cyberbullying on students' academic achievement at SMK Negeri 3 Sukoharjo. This study is expected to contribute theoretically to the development of research on cyberbullying in vocational education environments and to provide practical benefits for schools by helping them formulate more effective strategies to prevent and address cyberbullying. This study focuses on the impact of cyberbullying on academic achievement. Cyberbullying is a phenomenon of delinquency that is increasingly likely to occur among adolescents due to the rapid development of technology today. This approach was chosen because academic achievement is the main measure of educational success and the readiness of vocational school students to enter the workforce. By examining the specific impact of cyberbullying on academic achievement, this study is expected to provide a basis for schools to design data-driven policies, strengthen guidance counselors' roles, and develop more integrated, context-specific cyberbullying prevention strategies tailored to the characteristics of vocational schools.

Given the problem background, research gaps, and the novelty it offers, this study aims to analyze the impact of cyberbullying on students' academic achievement at SMK Negeri 3 Sukoharjo. The research questions are: what is the level of cyberbullying experienced by students, what is the condition of students' academic achievement, and does cyberbullying affect students' academic achievement at SMK Negeri 3 Sukoharjo? This study is expected to contribute theoretically to the development of cyberbullying research and, practically, to schools in formulating more effective strategies to prevent and address cyberbullying.

B. Method

The research was conducted using a case study research design with a qualitative approach. In qualitative case study research, according to Assyakurrohim et al (2022), research is used to understand a phenomenon in depth by focusing on specific cases. In addition, the purpose of a case study is to gain a deep and comprehensive understanding of a case or phenomenon, not to generalize the research results to a wider population.

This study was conducted at SMK Negeri 3 Sukoharjo in July–August 2025. The subjects in this study included the vice principal in charge of student affairs, homeroom teachers of the accounting program, guidance and counseling teachers, and students in grades X, XI, and XII at SMK Negeri 3 Sukoharjo. The vice principal for student affairs was

selected as a research subject because of his strategic role as a key source of information on student management and policies for handling student issues, including cyberbullying cases. The homeroom teacher for the accounting program was chosen as an informant because of his role as the implementer, person in charge, and evaluator of accounting subject learning activities, as well as his direct interaction with students in daily learning activities. Guidance and counseling teachers were involved because they have the task and function of providing assistance and guidance and handling student issues, including those related to cyberbullying. Students were selected as research subjects because they are the ones who experience cyberbullying directly, either as victims or as those affected by it in the school environment. A total of nine students were interviewed in this study, each representing grades X, XI, and XII at SMK Negeri 3 Sukoharjo.

This study used data collection methods including interviews, observations, and documentation. Interviews were conducted to explore in depth the experiences of vocational high school accounting students who had experienced cyberbullying and its implications for academic achievement. The interviews were conducted using semi-structured interview guidelines designed to explore informants' experiences with cyberbullying, its impact on students' academic achievement, and the role of schools in handling cyberbullying cases. Each interview lasted 30–60 minutes and was recorded with the informant's consent using a voice recorder, supplemented by field notes to support data analysis. The observation technique was used to directly observe student behavior, social interaction patterns, and responses in the school environment, with a focus on indicators of cyberbullying and its impact on learning activities. Meanwhile, documentation was used to collect supporting data, including academic documents, particularly students' grades in the Accounting vocational program at SMK Negeri 3 Sukoharjo, which served as empirical evidence for observing changes or trends in student learning achievement.

To ensure data validity, this study employed source triangulation and member checking. Source triangulation was conducted by comparing data obtained through interviews, observations, and documentation, as well as from various informants, namely the deputy principal for student affairs, teachers, and students, in order to obtain accurate and credible data. Meanwhile, member checking was conducted by reconfirming the interview results or data interpretation with the informants to ensure the appropriateness of the meaning and increase the credibility of the research results (Candela, 2019). The data analysis technique used was thematic analysis, carried out in stages: comprehensive data reading, coding, theme grouping, and interpretation. This analysis aims to understand the experiences of students as victims of cyberbullying and its implications for academic achievement. The themes identified include forms of cyberbullying, students' emotional responses, changes in learning achievement, and the role of schools in handling cyberbullying. The validity of the findings was strengthened by comparing data between informants and observation results (Triwulandari & Jatningsih, 2023).

This study adheres to research ethics principles by obtaining official permission from the school and informed consent from all informants. The confidentiality of informants'

identities is maintained by using initials or codes, and the data obtained is used solely for academic purposes.

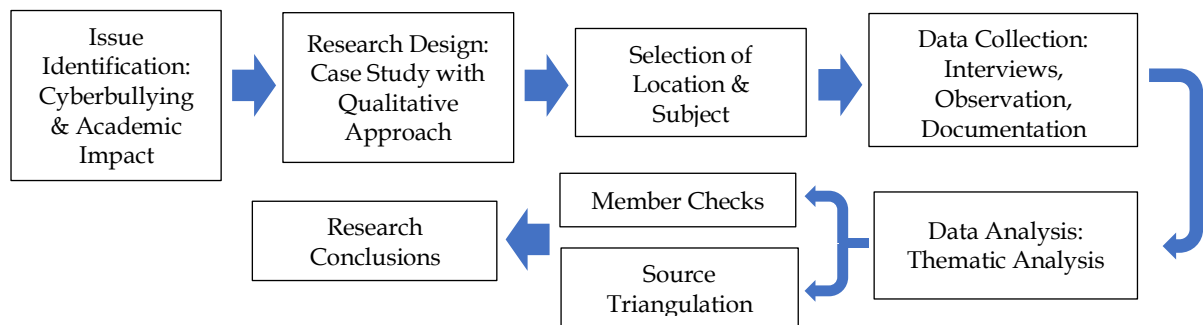


Figure 1. Research Flow

C. Result

Forms and Patterns of Cyberbullying Among Accounting Students at SMKN 3 Sukoharjo

Cyberbullying generally occurs through digital media, particularly social media such as Instagram, TikTok, and WhatsApp. These platforms are the main means of interaction between students outside of face-to-face activities, which some students then use to engage in online bullying. Forms of cyberbullying include ridicule, sarcasm, negative comments, messages that demean self-esteem, and the distribution of personal photos without permission, such as the creation of WhatsApp stickers that are shared through class groups or certain online conversations. Although these acts of online bullying often start as jokes, misunderstandings, or social media posts, they are carried out deliberately and repeatedly, then develop into open ridicule that degrades the victim's self-esteem, causing psychological pressure for the victim. This was conveyed by one of the 11th-grade students in an interview, who said:

"Usually, cyberbullying starts with jokes or misunderstandings on social media, then turns into sarcasm and ridicule."

One of the twelfth graders also said:

"I was photographed without permission, and my face was made into a WhatsApp sticker, then shared in a group chat. It made me feel humiliated."



Figure 2. Verbal Abuse Via Social Media

Although the frequency of cyberbullying in accounting programs is lower than in other programs at school, the impact on students who experience it remains significant. Many cases are hidden and not openly disclosed because victims choose to remain silent due to fear, shame, concern about retaliation from the perpetrator, and stigma from their social environment. Consistent findings from various data sources show that cyberbullying has a relatively similar pattern, namely that it occurs in the digital space, is hidden, and has a significant psychological impact, even though the frequency of incidents is relatively low. This was also expressed by one of the 10th-grade students in an interview, who said:

"Sometimes schools are unaware of cyberbullying, and students are afraid to talk to school officials about it".

This was also revealed by the homeroom teacher during the interview, who stated:

"The main challenge is the difficulty of obtaining evidence because cyberbullying occurs in the digital world, where it can be deleted at any time. In addition, students are often reluctant to report it because they fear the problem will get worse. Differences in student character also mean that the approach must be tailored."

Students' responses to cyberbullying experiences show varying tendencies, but in the early stages, they are generally passive and defensive. Most students choose not to report the incidents they experience and prefer to keep the experience to themselves as a personal burden, which has the potential to worsen their psychological condition due to a lack of emotional support. Some students share their experiences only with close friends they consider trustworthy as a form of informal support, though this support is often limited. This was revealed by one of the 12th-grade students, who said:

"When I experienced cyberbullying, I did not dare report it to the school because I was afraid it would make the problem worse. I preferred to keep quiet and bottle it up inside, only telling one close friend whom I trusted."

In an effort to protect themselves, some students exhibited avoidance behaviors, such as limiting their social media use, leaving certain chat groups, or changing their social media accounts. This was also conveyed by guidance and counseling teachers in interviews, who revealed:

"Many students who are victims of cyberbullying choose to avoid it, such as limiting social media or leaving certain groups. Usually, we only assist in noticing changes in behavior or a decline in academic performance. Through counseling, students are helped to manage their emotions and rebuild their self-confidence."

In certain cases, students eventually receive assistance after the school becomes aware of changes in behavior or a decline in academic performance. This assistance helps

students manage their emotions, restore their self-confidence, and develop more adaptive coping strategies, especially when supported by teachers, counselors, and parents.

In addressing cyberbullying, SMKN 3 Sukoharjo implements a mechanism that involves cooperation among homeroom teachers, guidance and counseling teachers, and the vice principal in charge of student affairs. As stated by the vice principal in charge of student affairs, the handling process begins with a personal approach to the victimized student to explore the problem in depth and provide a sense of security. Next, coordination among school elements is carried out to determine appropriate handling measures based on the severity of the case, and parents are involved as needed to ensure continuous support at school and at home. The school also provides education on the legal consequences of cyberbullying, including an understanding of the Electronic Information and Transaction Law (ITE Law), as a preventive measure and to build legal awareness. In addition, the school continuously conducts digital literacy and character-building programs to instill values of empathy, mutual respect, and responsible use of digital media. Cooperation with external parties, such as the police and related institutions, is also carried out through counseling and seminars. However, schools still face challenges, including limited digital evidence, the use of anonymous accounts by perpetrators, and students' reluctance to report incidents. These conditions indicate the need to strengthen a safe, supportive, and communicative school culture so that the prevention and handling of cyberbullying can be more effective.

The Psychological Impact of Cyberbullying on Accounting Students at SMKN 3 Sukoharjo

Cyberbullying has a significant psychological impact on students who experience it. This impact manifests in various emotional and behavioral reactions that affect students' daily lives, both in and out of school. Students who are victims of cyberbullying generally show increased symptoms of anxiety. This anxiety arises especially when students access social media or are in a school environment that has the potential to trigger renewed interaction with the perpetrator. This was revealed directly by the homeroom teacher during an interview, who stated:

“Students who experience cyberbullying usually appear more anxious, especially when they are at school or when they have to interact on social media. They often seem fearful and uneasy because they worry that it will happen again.”

Some students also expressed fear of receiving repeated negative messages or comments, which made them feel uncomfortable and depressed. In addition to anxiety, low self-confidence is the most common psychological impact experienced by victims of cyberbullying. Students feel worthless and ashamed, and they lose confidence in their academic and social abilities. One 11th-grade student expressed this during an interview, saying:

"At first, I felt embarrassed, sad, and angry. It felt like I had been humiliated in front of many people, and the incident made me feel inferior and afraid of making mistakes again, so I felt stressed, inferior, and even afraid to go to the front of the class after that incident."

A similar sentiment was expressed by one of the tenth-grade students, who said:

"After that, I became afraid to open social media because I was worried there would be more negative comments or messages. In class, I also felt inferior and lacked confidence to speak or ask questions."

This situation makes some students reluctant to participate in class activities and to withdraw from peer interactions. This brings about noticeable changes in students' emotions and behavior after they experience cyberbullying. Some students appear gloomy, isolate themselves more often, and reduce the intensity of their interactions with classmates. These changes are among the early indicators teachers use to identify psychological problems in students. The deputy principal for student affairs revealed this in an interview, stating:

"Behavioral changes such as being moody, withdrawing, and interacting less often are early signs of psychological problems in students."

The psychological impact of cyberbullying on accounting students at SMKN 3 Sukoharjo also appears to have caused various negative emotional reactions, such as feelings of shame, sadness, inferiority, stress, anxiety, sleep disorders, and difficulty concentrating, both in classroom interactions and when using social media. This condition is followed by behavioral changes in students, including decreased self-confidence, a tendency to withdraw from social environments, becoming quieter, less focused on learning, and reduced motivation to study. This was also expressed by one of the 12th-grade students in an interview, who said:

"After that incident, I became less confident, stayed quiet in class more, had trouble focusing during lessons, and my enthusiasm for learning also declined."

In some cases, the psychological pressure experienced can even lead to reluctance to attend school due to feelings of shame and fear of interacting with the surrounding environment. These findings show that cyberbullying has a significant psychological impact on the emotional well-being of accounting students, thereby potentially disrupting their social and academic development.

The study also shows differences in psychological responses by gender. Female students tend to show more expressive emotional responses than male students. Female victims more often display reactions such as crying, prolonged feelings of sadness, and a tendency to blame themselves for what they have experienced. In addition, female students also experience a significant decline in motivation to learn due to the emotional pressure they feel. Feelings of depression and loss of security make it difficult for them to concentrate during the learning process.

In some cases, this condition contributes to students' reluctance to attend school or to participate actively in academic activities. Unlike female students, male students tend to keep their experiences of cyberbullying to themselves. However, behavioral changes remain evident, including being easily irritated, difficulty concentrating while studying, and a tendency to divert their attention to gadgets or other digital activities as a form of escape from emotional pressure. This was also revealed by the guidance counselor in an interview, who said:

"If boys are more thoughtful, while girls are not, I see that they will continue to think about cyberbullying, so children become depressed, isolated, and lack focus in their studies."

Overall, the findings of this study indicate that the psychological impact of cyberbullying is not minor or temporary, but rather profound and influential on students' emotional well-being. This condition emphasizes the importance of serious attention from schools and families to conduct early detection, psychological counseling, and prevention efforts so that the impact of cyberbullying on students does not escalate and disrupt their educational process.

The Implications of Cyberbullying on the Learning Behavior and Academic Achievement of Accounting Students at SMKN 3 Sukoharjo

Classroom observations show that students who experience cyberbullying exhibit significant changes in their learning behavior. These changes are evident both during the learning process and in students' involvement in daily academic activities. Students who are victims of cyberbullying tend to show a decrease in concentration levels during learning. Some students appear to be daydreaming, pay less attention to the teacher's explanations, and are easily distracted by their cell phones or the surrounding environment. This condition makes it difficult for students to understand the subject matter fully. This was conveyed directly by one of the 10th-grade students, who said:

"In class, I often lose focus, sometimes daydream, and find it difficult to understand the lesson because I keep thinking about what happened. As a result, I do not understand the material the teacher explains."

One of the eleventh-grade students also said:

"In class, I often lose focus, and my mind wanders, so I do not understand much of what the teacher explains."

In addition to a decline in focus on learning, student participation in class discussions has also decreased. This was also conveyed directly by the guidance and counseling teacher during the interview, who stated:

"They tend to be less active, unfocused, less engaged in discussions, and some are late in submitting assignments or choose to sit apart from the study group."

In this case, students seem reluctant to speak in front of the class because they lack confidence and fear negative judgment from their peers. Another learning behavior that is affected is discipline in completing and submitting assignments. Some students are often late in submitting assignments, and some do not submit them at all. A decline influences students' learning motivation and the stress they experience as a result of online bullying. The impact of cyberbullying is also evident in student attendance rates at school. Observations show that some students who are victims of cyberbullying tend to experience a decline in attendance, which is based on their reluctance to come to school because they feel unsafe and uncomfortable in the school environment. The homeroom teacher revealed this during an interview, stating:

"They tend to be less active, unfocused, and less engaged in discussions, and their academic performance begins to decline. Some even frequently ask for permission to leave, fail to complete assignments, or sit apart from the study group."

To obtain a more comprehensive picture of the implications of cyberbullying on academic achievement, this study also analyzed documentation data comprising students' academic scores in the Accounting program at SMKN 3 Sukoharjo in the odd and even semesters. This analysis aims to examine trends in changes in students' academic achievement after experiencing cyberbullying, thereby providing a comprehensive synthesis of the relationship between psychological pressure and student learning outcomes.

Table 1. Grades of Accounting Students at SMKN 3 Sukoharjo who experienced cyberbullying

No	Name	Semester Grade	Religious Education and Ethics	Pancasila Education	Indonesian	History	Javanese language	Mathematics	English language	Natural and Social Sciences Project	Basics of the Specialization Program
1.	AA	Odd	89.60	86.30	85.80	93.20	86.00	78.70	77.95	86.20	84.05
		Even	89.20	84.30	84.80	90.60	84.70	78.80	83.50	86.44	83.15
2.	AN	Odd	90.60	85.50	83.60	93.20	87.00	80.40	78.05	86.60	84.05
		Even	85.60	84.50	88.20	92.60	86.20	78.60	84.70	87.96	83.15
3.	AR	Odd	83.20	89.20	84.00	83.00	84.20	77.80	82.80	86.20	87.48
		Even	81.80	88.00	85.20	81.80	83.90	78.60	82.00	86.40	90.25
4.	FN	Odd	89.00	87.90	85.40	92.80	84.20	79.10	77.55	88.40	84.05
		Even	84.60	87.50	86.00	92.60	83.90	78.60	86.20	85.72	83.15
5.	MA	Odd	83.40	78.60	90.00	87.80	80.60	77.90	83.00	86.80	85.40
		Even	82.00	79.80	89.60	87.80	83.30	79.20	85.40	86.80	86.75
6.	MN	Odd	86.00	86.20	84.80	94.40	81.60	79.20	79.00	86.20	83.00
		Even	80.20	84.30	85.00	91.20	86.20	78.60	81.60	86.68	82.10
7.	ZT	Odd	91.40	84.70	78.40	90.80	81.40	78.80	78.90	86.60	83.90
		Even	85.20	80.70	78.80	87.20	84.30	78.40	79.95	85.84	83.00
8.	ZF	Odd	90.60	85.30	84.00	85.60	86.60	78.60	81.30	88.40	87.35
		Even	88.60	83.10	84.00	91.20	85.50	79.20	79.65	86.56	86.45
9.	ZS	Odd	90.80	85.30	84.40	94.80	85.60	79.00	85.35	88.20	83.90
		Even	89.60	85.50	85.00	91.80	85.30	80.00	80.55	85.72	83.00

Documentation data in the form of academic scores of students in the accounting program shows a downward trend in learning achievement among students identified as victims of cyberbullying. This decline is evident in daily assignment scores, test results, and final-semester evaluation scores, though the extent of the decline varies among students. Based on the odd and even semester grades of SMKN 3 Sukoharjo students who were victims of bullying, obtained from teacher data at the school, and the grades of SMKN 3 Sukoharjo accounting students who experienced cyberbullying in the odd and even semesters, there was a downward trend in academic achievement in several subjects after students experienced cyberbullying. The most consistent decline in grades occurred in Religious Education, Ethics, and Basic Skills Programs. These subjects require high concentration, emotional readiness, and active student involvement in the learning process. The psychological pressure caused by cyberbullying, such as anxiety, stress, and feelings of shame, has the potential to disrupt students' focus on learning, thereby impacting their learning outcomes in these subjects.

In addition, declines in grades were observed in Pancasila and history, though not uniformly across all students. These subjects, which emphasize understanding and reflective thinking, are strongly influenced by students' psychological conditions. Cyberbullying causes students to have difficulty concentrating, a decline in self-confidence when doing assignments, and a reduction in the courage to express their opinions, which ultimately leads to a decline in academic grades. In Indonesian, English, and natural and social science projects, grade declines tended to fluctuate. This shows that the emotional pressure caused by cyberbullying affects students' ability to think logically and systematically. When students are anxious or depressed, their concentration and accuracy in reading and answering questions are reduced, resulting in suboptimal learning outcomes.

Meanwhile, in mathematics and Javanese, students' grades show an unstable pattern, with some students declining and others increasing. This condition indicates that the impact of cyberbullying on academic achievement is individual. However, in students who experience more severe psychological pressure, decreased motivation and involvement in learning still contribute to a decline in academic achievement.

Table 2. Summary of Trends in Academic Achievement Changes among Accounting Students at SMKN 3 Sukoharjo

Academic Aspects	Trends in Grade Changes	Description
Religious Education and Ethics	Declining	Relatively consistent decline in grades among most students, related to decreased concentration and emotional readiness
Basics of the Specialization Program	Declining	Vocational subjects that require high focus are significantly affected by psychological pressure.
Pancasila Education	Tending to decline	The decline is uneven, influenced by students' reflective abilities and concentration.
Indonesian Language & English Language	Fluctuating	Grades fluctuate depending on students' emotional state and focus on learning.

Academic Aspects	Trends in Grade Changes	Description
Natural and Social Sciences Project	Relatively stable-declining	Some students experienced a decline due to reduced participation and group work.
Mathematics & Javanese	Unstable	The impact of cyberbullying is individual; not all students experience a decline.
Overall average score	Tends to decline	The decline in scores is observed among students under greater psychological pressure.

Based on the summary of these trends, it can be concluded that cyberbullying has real implications for students' academic achievement, especially in subjects that require high concentration, emotional readiness, and active involvement in the learning process. Psychological pressures such as anxiety, stress, and low self-confidence contribute to a decline in learning focus and academic motivation, which is ultimately reflected in lower grades. Although the academic impact is individual and not always uniform across all subjects, the consistency between grade data, observation results, and interviews shows that cyberbullying has the potential to be a factor that hinders student learning success if not dealt with systematically. Overall, academic data show that cyberbullying has real implications for student learning outcomes, especially in subjects that require concentration, emotional involvement, and good mental preparedness. The psychological pressure experienced by students as a result of online bullying has the potential to reduce their focus on learning, academic motivation, and self-confidence, thereby impacting their academic achievement from one semester to the next.

In this case, students who are victims of cyberbullying tend to appear passive, lack focus, are often late in submitting assignments, and, in some cases, choose to sit apart from their study groups. In addition, the psychological pressure caused by cyberbullying makes students more distracted by their gadgets and makes it difficult to maintain their focus on studying. These findings are reinforced by the statement of the deputy principal in charge of student affairs in an interview, who revealed:

“Students who experience cyberbullying usually show a decline in motivation to learn, become more passive in class, lack focus during lessons, and in some cases choose to distance themselves from the learning environment because they feel uncomfortable.”

The consistency between academic data, interview results, and classroom observations shows that cyberbullying has a direct impact on learning behavior and has the potential to lower students' academic achievement.

D. Discussion

This study provides empirical evidence that cyberbullying among vocational high school students manifests in diverse forms and produces multidimensional impacts on students' psychological well-being and academic Engagement. The findings indicate that cyberbullying in the vocational education context does not only appear in conventional

forms such as ridicule or sarcasm but has evolved into more complex digital practices, including derogatory comments, the unauthorized distribution of personal photos, and the creation of humiliating digital content such as WhatsApp stickers. These patterns suggest that technological development has transformed bullying practices into digital interactions that are more persistent and difficult to monitor within the school environment. This finding reinforces the studies of Prodyanatasari & Vantie (2024) and Marsinun & Riswanto (2020), which emphasize that anonymity and the characteristics of digital communication spaces enable perpetrators to prolong and amplify the impact of cyberbullying.

The findings also explain why cyberbullying cases in vocational schools often remain hidden and underreported. Social dynamics among peers, fear of social stigma, and concerns about retaliation discourage victims from reporting incidents to school authorities. This phenomenon aligns with Suranto & Rahmawati (2023), who argue that the anonymity of digital accounts and the relatively weak social control in online environments contribute significantly to the low reporting rate of cyberbullying incidents. In the vocational school context, the high intensity of gadget use for both learning and social interaction creates an environment where digital communication becomes inseparable from students' daily academic activities. Consequently, the same digital platforms used for learning may also serve as channels for social aggression.

From a psychological perspective, this study confirms that cyberbullying produces substantial emotional consequences for victims. Students who experience cyberbullying demonstrate anxiety, shame, low self-esteem, and a tendency to withdraw from their social environment at school. These psychological responses indicate that cyberbullying should not be interpreted merely as a trivial interpersonal conflict among adolescents, but rather as a form of psychosocial violence that can disrupt students' emotional well-being. This finding is consistent with Pujianti & Mardiansyah (2025), who highlight the strong relationship between cyberbullying experiences and psychological distress among adolescents. Furthermore, the gender-based differences in psychological responses identified in this study support Triwulandari & Jatiningsih (2023) findings, showing that female students tend to express emotional distress more openly. In contrast, male students are more likely to internalize the experience and adopt avoidance strategies. These differences indicate that cyberbullying interventions should consider psychological characteristics and gender-sensitive approaches.

Another important finding concerns the implications of cyberbullying on students' learning behavior and academic achievement. The psychological pressure experienced by victims affects their concentration, motivation to learn, and participation in classroom activities, which ultimately contributes to a decline in academic performance. This relationship supports the arguments of Dewi et al (2024) and Ulfatun (2021), who contend that emotional disturbances stemming from digital social pressure can directly affect students' Engagement and academic outcomes. Within vocational education settings, this impact becomes particularly critical because students are expected not only to achieve

academic competencies but also to develop vocational skills that require sustained focus, emotional stability, and confidence.

Although schools have implemented several mechanisms to address cyberbullying, such as coordination between homeroom teachers, guidance and counseling teachers, and the vice principal for student affairs, this study also identifies structural challenges in the prevention and handling process. Limited digital evidence, the use of anonymous accounts, and students' reluctance to report incidents remain significant barriers. These findings support the recommendations of [Istiqomah & Mustofa \(2026\)](#) and [Jatmika et al \(2025\)](#), who emphasize the need for a safe, supportive, and trust-based reporting system within the school environment. Therefore, cyberbullying should not be viewed solely as an individual behavioral problem but rather as a systemic issue associated with school culture, digital literacy, and the availability of psychosocial support systems.

Overall, this study's findings strengthen the existing literature on the multidimensional impact of cyberbullying while providing contextual insights into vocational education environments. While the results are generally consistent with previous studies, this research expands the discussion by highlighting that vocational high school students, particularly those in accounting programs, represent a vulnerable group that has received limited scholarly attention. Consequently, more comprehensive and collaborative cyberbullying prevention strategies are needed that involve schools, parents, and relevant stakeholders. Such strategies may include strengthening digital literacy, improving counseling services, and fostering a safe school climate through character education and learning innovations, as recommended by [Jatmika et al \(2026\)](#). These efforts are expected not only to reduce cyberbullying practices but also to support students' academic resilience and psychosocial well-being.

E. Implication

This study demonstrates that cyberbullying significantly impacts students' psychological well-being, learning behavior, and academic achievement among accounting students at SMKN 3 Sukoharjo, with psychological conditions mediating the relationship between digital social pressure and academic performance. Emotional effects such as anxiety, stress, shame, and low self-confidence reduce concentration, motivation, and engagement, highlighting the role of non-academic factors in vocational secondary education. Practically, the findings emphasize the need for schools and educators to prioritize students' psychological aspects through early detection by teachers and counselors, responsive mentoring systems, improved digital literacy, and stronger social media ethics policies. Socially, addressing cyberbullying requires collaboration among schools, parents, and communities, as underreporting reflects fear and stigma, necessitating a safe and supportive environment, active parental supervision, and the promotion of empathy among students. These results also provide a basis for policy development in cyberbullying prevention and recommend further research on protective factors and more diverse methodologies to better understand its impact on academic achievement.

F. Limitation and Suggestions for Further Research

This study has several limitations that need to be considered when interpreting the results. First, this study uses a qualitative approach with a limited scope to one school, namely SMKN 3 Sukoharjo, so the findings cannot be generalized to other schools with different characteristics. Second, the research data are highly dependent on interview results and subjective acknowledgments from students, teachers, and school officials. Hence, the potential for perception and social bias remains, especially since the issue of cyberbullying is sensitive and not all students dare to share their experiences openly. Third, limitations in digital evidence, such as deleted messages or posts, limit the researchers' ability to verify several cases of cyberbullying directly. In addition, this study has not fully isolated the influence of cyberbullying from other factors that may also affect students' academic achievement, such as family conditions, academic workload, or intrinsic motivation, so the causal relationship between cyberbullying and declining academic achievement remains contextual.

Given these limitations, further research is recommended to expand the scope of locations and research subjects by involving more than one school or different regions, thereby improving the generalizability of the research results. Further research can also use quantitative or mixed methods approaches to measure more objectively the relationship between cyberbullying, psychological conditions, and student academic achievement. In addition, future research is recommended to examine protective factors, such as social support, student resilience, the role of the family, and the effectiveness of school digital literacy programs, in minimizing the impact of cyberbullying. The use of longitudinal data is also recommended so that researchers can understand the long-term impact of cyberbullying on students' psychological and academic development more comprehensively.

G. Conclusion

This study shows that cyberbullying among students in the Accounting program at SMK Negeri 3 Sukoharjo is a hidden phenomenon that often goes unreported, despite a relatively lower incidence rate than in other programs. The forms of cyberbullying experienced by students include ridicule, sarcasm, derogatory comments, the dissemination of personal photos without permission, and the creation of digital content that harms victims through social media and instant messaging applications. The use of anonymous accounts by perpetrators and the fear and shame felt by victims are the main factors contributing to the low number of reported cases. The impact of cyberbullying is not only social, but also causes significant psychological pressure, such as anxiety, low self-confidence, withdrawal from social environments, and differences in emotional responses based on gender, where female students tend to be more expressive and male students tend to internalize their experiences of bullying.

Furthermore, the results of this study confirm that cyberbullying has a real implication on students' learning behavior and academic achievement. Victims of

cyberbullying show a decline in learning focus, class participation, discipline in doing assignments, school attendance, and a tendency to decline in academic grades. However, the level of impact varies between students. This condition shows that cyberbullying can be a factor that hinders educational success if not handled seriously. Therefore, comprehensive and sustainable efforts are needed through synergy between schools, parents, and related parties, including strengthening guidance and counseling services, digital literacy, secure reporting systems, and empathy-based character building. This study makes an important contribution to enriching the study of cyberbullying in vocational education settings. It provides a basis for developing contextual prevention and intervention strategies in vocational schools.









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