



The Role of Empathy, Self-Control, Self-Compassion, and School Climate in Madrasah Students for Predicting Cyberbullying in Yogyakarta

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Abstract

This study aims to analyze the influence of empathy, self-control, school climate, and self-compassion on cyberbullying in Islamic schools. This study uses a quantitative methodology, using a questionnaire that measures cyberbullying, empathy, self-control, school climate, and self-compassion. The population in this study consisted of 1,314 students, with a sample of 605 students drawn from two schools. The sampling technique was simple random sampling, and the analysis used LISREL SEM. The results show that empathy, self-control, school climate, and self-compassion influence cyberbullying. Empathy hurts cyberbullying. Self-control hurts cyberbullying. School climate hurts cyberbullying. Self-compassion hurts cyberbullying. This study shows that more people need to be aware of the dangers of cyberbullying. This research also has implications for starting intervention programs, school rules, and more research on how empathy, self-control, school climate, and self-compassion can help prevent students from becoming victims of cyberbullying. This study suggests that empathy, self-control, self-compassion, and a favorable school climate can be protective factors against cyberbullying among madrasah students. These findings imply the need to develop intervention programs and school policies that support strengthening these aspects to prevent cyberbullying.

Keywords: Cyberbullying, empathy, self-control, school climate and self-compassion.

Abstrak

Studi ini bertujuan untuk menganalisis pengaruh empati, pengendalian diri, iklim sekolah, dan belas kasih diri terhadap cyberbullying di Madrasah. Studi ini menggunakan metodologi kuantitatif, dengan menggunakan kuesioner yang mengukur perundungan siber, empati, pengendalian diri, iklim sekolah, dan belas kasih diri. Populasi dalam penelitian ini berjumlah 1.314 siswa, dengan sampel 605 siswa yang diambil dari dua sekolah. Teknik pengambilan sampel didasarkan pada simple random sampling dan menggunakan analisis Lisrel SEM. Hasilnya menunjukkan bahwa empati, pengendalian diri, iklim sekolah, dan belas kasihan terhadap diri sendiri mempengaruhi cyberbullying. Empati memiliki efek negatif terhadap perundungan siber. Pengendalian diri berdampak negatif terhadap perundungan siber. Iklim sekolah berdampak negatif terhadap perundungan siber. Belas kasih terhadap diri sendiri berdampak negatif terhadap perundungan siber. Studi ini menunjukkan bahwa lebih banyak orang yang perlu mengetahui bahaya cyberbullying. Penelitian ini juga memiliki implikasi untuk mulai membuat program intervensi, aturan sekolah, dan lebih banyak penelitian tentang bagaimana empati, pengendalian diri, iklim sekolah, dan belas kasih diri dapat membantu menghentikan siswa dari menjadi korban cyberbullying. Penelitian ini menunjukkan bahwa empati, pengendalian diri, belas kasih terhadap diri sendiri, dan iklim sekolah yang positif dapat menjadi faktor pelindung terhadap perilaku cyberbullying di kalangan siswa madrasah. Temuan ini mengimplikasikan perlunya pengembangan program intervensi dan kebijakan sekolah yang mendukung penguatan aspek-aspek tersebut untuk mencegah perundungan siber

Kata Kunci: Cyberbullying, empati, kontrol diri, Iklim Sekolah, and Belas Kasih Diri.

INTRODUCTION

Advances in information and communication technology have brought major changes in the world of education, allowing students to learn more flexibly and interactively (Effendi & Wahidy, 2019; Moyo et al., 2021). However, behind this convenience, a new threat has emerged that affects the social-emotional aspect of students, namely cyberbullying. Cyberbullying is a form of violence that is carried out online through text messages, social media, or other digital platforms with the aim of hurting, humiliating, or intimidating others (Muhlis et al., 2025; Rahmawati et al., 2023). This phenomenon is increasing among Indonesian students, especially in Yogyakarta (Efianingrum et al., 2020), and has a serious impact on mental health, academic achievement, and student well-being (Aboujaoude et al., 2015; Peprah et al., 2024). Therefore, it is important to delve deeper into the factors that contribute to cyberbullying behavior in order to implement effective interventions.

Various previous studies have examined the role of several psychosocial factors on bullying and cyberbullying behavior separately. For example, empathy is known to have a significant role in preventing aggressive behavior, including cyberbullying; individuals who have a high level of empathy tend to be better able to understand and feel the feelings of others so as to avoid hurtful actions (Horzum et al., (2021); Zych et al., 2019). The same goes for self-control, which in some studies has been found to be a negative predictor of involvement in deviant behavior in cyberspace. Individuals with low levels of self-control tend to be more impulsive and unable to manage their negative impulses when using digital media (Holt et al., 2014; Salleh et al., 2021; Coelho & Marchante, 2018). School climate has also been widely studied as an environmental factor that can shape students' social behavior. A positive school climate, which includes supportive student-to-student relationships, caring teacher attendance, and fair school policies, has been shown to reduce the risk of bullying and cyberbullying (Cardillo, 2013; Davis & Koepke, 2016; Simão et al., 2017). Meanwhile, self-compassion or self-compassion is a relatively new variable studied in the context of cyberbullying.

Studies by Muzquiz et al., (2022) and Wu & Zhang (2023) show that individuals with high levels of self-compassion tend to be more emotionally resilient and less likely to engage in hurtful behaviors toward others, including through social media (Pusvitasari & Zarkasyi, 2024; Utama & Salim, 2024; Zhalzabilah et al., 2024). However, most previous studies have only examined one or two of these variables separately and have not integrated all four factors of empathy, self-control, school climate, and self-compassion into a single comprehensive analytical framework. In addition, the context of research is more often conducted in public schools and outside the territory of Indonesia, while in madrasah students who have cultural characteristics, religious values, and typical patterns of social interaction are still rarely specifically studied. The analytical approach in previous studies is also generally still limited to simple correlation or regression methods, which have not been able to explain the complex and simultaneous relationships between variables comprehensively.

This research is based on the hypothesis that empathy, self-control, a positive school climate, and self-compassion have a negative influence on cyberbullying behavior. That is, the higher the level of empathy (Davis, 1983; Kamaruddin, 2012), self-control (Averill, 1973), positive perception of school climate (Feliana et al., 2023; Davis & Koepke, 2016), and self-compassion (Jativa & Cerezo, 2014; Geng & Lei, 2021) students, the lower their propensity to cyberbullying. This hypothesis is built from the results of previous research that shows a significant relationship between these variables and bullying behavior among adolescents (Permatasari, 2012; Fitriansyah & Waliyanti, 2018; Antama et al., 2020). By bringing together

four key factors influencing cyberbullying into a single analysis model, this study offers a new and comprehensive perspective on understanding digital bullying behavior. The main objective of this study is to comprehensively examine how empathy, self-control, school climate, and self-compassion play a role in predicting cyberbullying behavior among madrasah students in Yogyakarta. This study aims to complement the shortcomings in previous studies that have not tested the four variables together in one predictive model. With this focus, this research is expected to make a practical contribution in designing a more comprehensive bullying prevention program in schools.

METHOD

Research Design

This research uses a quantitative approach. A quantitative approach is defined as a research method that focuses on collecting and analyzing numerical data. This approach aims to test hypotheses, measure variables, and analyze relationships between variables using statistical techniques (Strunk & Mwavita, 2024). The variables in this study are divided into two types, namely exogenous variables and endogenous variables. This study involves four variables categorized as exogenous and endogenous variables. The variables used in this study are as follows:

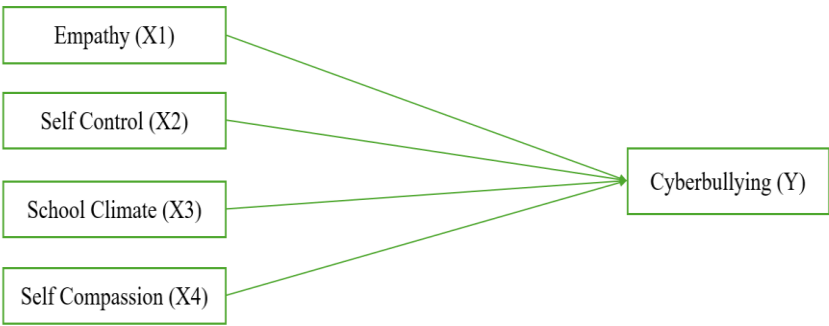


Figure 1. Research Theoretical Framework

Research Population and Sample

Population is a generalization area consisting of objects or subjects that have certain quantities and characteristics set by researchers to study and then draw conclusions (Sugiyono, 2015). The population characteristics of this study are Madrasah A 671 and B 643 students in Yogyakarta, totalling 1,314 students. The sample is part of the population and must have the characteristics of the population. The characteristics that represent the population have been determined first, and then the determination of subjects who meet these criteria to be sampled in the study (Sugiyono, 2015).

The sampling technique used in this study is simple random sampling, which is a sampling technique that is carried out randomly from the population without regard to the strata in the population (Sugiyono, 2019). The sample selection process is carried out randomly, offering a fair chance for each member of the population to be selected. The resulting sample can be considered a good representation of the overall population. Simple random sampling is only feasible when a population has relatively homogeneous conditions. In this study, simple random sampling was chosen due to consideration of the relatively homogeneous

characteristics of respondents. The number of samples in this study was 605 MAN A 311 and MAN B 294 students in Yogyakarta.

Data Collection Technique

The data collection instrument used in this study is a psychological scale. Psychological scales can be used to reveal affective psychological constructs through implied items, so that the subject does not know the meaning of the scale and can respond naturally (Periantalo, 2016). The main variables in psychological research are non-physical variables whose data are obtained with non-physical measuring instruments, but physical measuring instruments can also be used because they are easier to handle (Azwar, 2022). This study uses a Likert scale; five psychological scales will be revealed in this study, consisting of a scale of cyberbullying, empathy, self-control, school climate, and self-compassion. The format of the answer choices for each statement is as follows: SS (Very Suitable), S (Suitable), TS (Unsuitable), and STS (Very Unsuitable). The research scale is arranged with favorable and unfavorable statements with the following scoring:

Table 1. Likert Scaling Model Response Format

No.	Responses	Favourable	Unfavourable
1.	Very Suitable	4	1
2.	Suitable	3	2
3.	Unsuitable	2	3
4.	Very Unsuitable	1	4

Validity and Reliability

The validity tests used in this study are the content validity test and the item discrimination power index. The index of item discrimination power is the extent to which an item can distinguish individuals or groups of individuals who have and do not have the attributes being measured (Azwar, 2018). The content validity test was carried out through rational analysis by expert judgment. Meanwhile, testing the item discrimination power index was carried out using SPSS 26.0 for the Windows evaluation version application. The calculation results from SPSS were then compared with 0.30. This is in line with the statement that the validity coefficient can be considered satisfactory if $r = 0.30$. This means that all statements that correlate with a scale score of less than 0.30 can be set aside, and the statements included in the scale are taken from items that correlate 0.30 and above.

Data Analysis Technique

The data analysis method of this study, using SEM-Linear Structural Relationship (LISREL) version 8.8, is employed to test the theoretical model that describes the influence of empathy, self-control, school climate, and self-compassion on cyberbullying among students MAN A and MAN B in Yogyakarta. This study includes testing the basics of analysis in the form of a normality test, multicollinearity test, confirmatory factor analysis (CFA) test, GOF (Goodness of Fit) test, structural model test, and research hypothesis t-test.

RESULTS AND DISCUSSION

Findings

Normality Test

The most fundamental assumption is normality. In Lisrel, normality can be tested by looking at the p-value of chi-square skewness and kurtosis > 0.05 (Ghozali & Fuad, 2014). The results of the normality test can be seen in the table below.

Table 2. Multivariate Normality Test

Skewness			Kurtosis			Skewness and Kurtosis	
Value	Z-Score	P-Value	Value	Z-Score	P-Value	Chi-Square	P-value
3763.163	15.367	0.000	17089.511	12.532	0.000	393.213	0.000

Multivariate data is not normally distributed because the p-value of skewness and kurtosis is 0.000 or less than 0.05. One simple method to deal with violations of normality is to estimate the model using Maximum Likelihood and then make corrections to the bias that arises due to violations of normality. To overcome this problem, the asymptotic covariance matrix (ACM) correction is used. By using the asymptotic covariance matrix correction, the non-normality of the data distribution has been corrected and produces an appropriate and unbiased estimation method. Although the significance of the results does not change, it is coincidental. It is possible that due to the different standard errors produced and the value of t also changing, the resulting conclusions may also change (Ghozali & Fuad, 2014).

Multicollinearity test

One of the assumptions that should be met is the multicollinearity test. The multicollinearity test requires that there is no perfect or large correlation between exogenous variables. The correlation value between observed variables that is not allowed is 0.9 or more (Ghozali & Fuad, 2014).

Table 3. Multicollinearity Test

Variable	Correlation value	Description
Empathy * Self-control	0.64	No Multicollinearity
Empathy * School Climate	0.66	No Multicollinearity
Self Control * School Climate	0.69	No Multicollinearity
Self-control * Self-compassion	0.73	No Multicollinearity
Self-Compassion* School Climate	0.82	No Multicollinearity
Self Compassion * Empathy	0.65	No Multicollinearity

In the context of this study, the results of the Structural Equation Modeling (SEM) analysis show that there is no correlation exceeding 0.9 based on the covariance matrix, concluding that the assumption of multicollinearity has been met.

Confirmatory factor analysis (CFA)

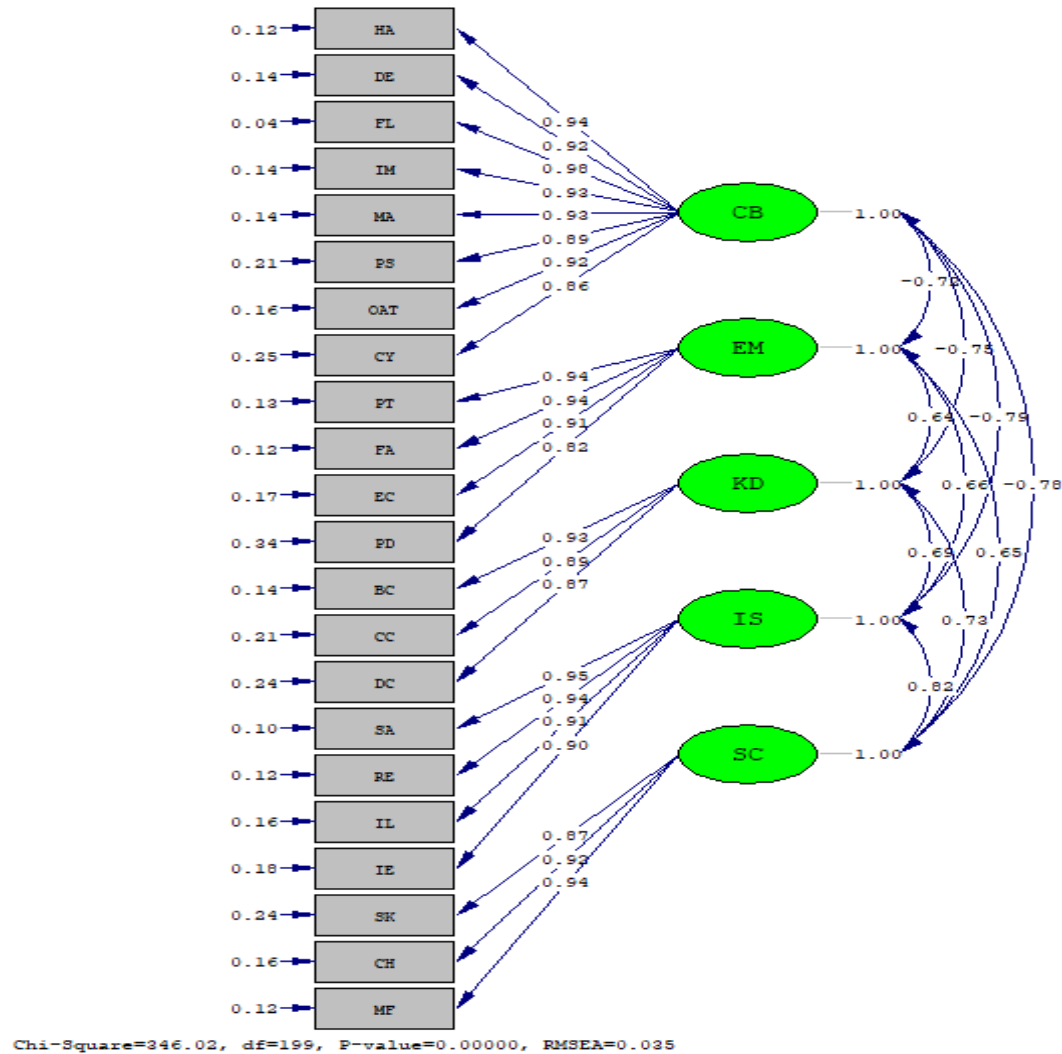


Figure 2. CFA of the Overall Research Variable

The figure above shows that all indicators on latent variables have met good validity and reliability in the standardized solution estimate. These results indicate that the indicators on the latent variables have passed the validity test because they have met the requirements, namely the loading factor value ≥ 0.50 and the AVE (Average Variance Extracted) value of each variable is greater than 0.50. In addition, all variables are reliable because they have a CR (Construct Reliability) value greater than 0.7. Therefore, it can proceed to the Goodness of Fit (GoF) test following the data obtained in the field.

Uji Goodness of Fit (GoF)

A theoretical model fits the empirical data if the empirical data values meet the goodness-of-fit (GoF) test criteria. The following GoF data table is obtained from the analysis of this study:

Table 4. Uji Goodness of fit

Goodness of Fit Index	Cut of Value	Analysis Result	Model Evaluation
Chi-Square	≤ 232.912	346.02	Poor Fit
Probability	≥ 0.05	0.000	Poor Fit
CMIN/DF	≤ 2	1.739	Good Fit
RMSEA	≤ 0.08	0.035	Good Fit
GFI	≥ 0.90	0.95	Good Fit
AGFI	≥ 0.90	0.93	Good Fit
NFI	≥ 0.90	0.99	Good Fit
NNFI	≥ 0.90	1.00	Good Fit
CFI	≥ 0.90	1.00	Good Fit
IFI	≥ 0.90	1.00	Good Fit
RFI	≥ 0.90	0.99	Good Fit

The model is good because all goodness-of-fit index criteria are in the good fit category, which has been fulfilled, so there is no need to modify the model.

Structural model test

Structural model analysis with the Lisrel program requires two steps, namely measurement model analysis and structural equation model analysis. Measurement model analysis is intended to determine the validity of observed variables as indicators in forming a latent variable. Before testing the hypothesis, first test the model as a major research hypothesis. If the proposed theoretical model is supported by empirical data, then minor hypothesis testing can be carried out. If the theoretical model does not match the empirical data, modifications must be made. Modifications are made by changing the direction of the relationship between variables and reducing or adding certain variables as long as they do not deviate from the theoretical framework (Ferdinand, 2014). The theoretical model proposed in this study is the effect of empathy, self-control, school climate, and self-compassion on cyberbullying. Testing the theoretical model is conducted using structural equation analysis with the Lisrel version 8.8 software program. The following is the output of the structural model in this study.

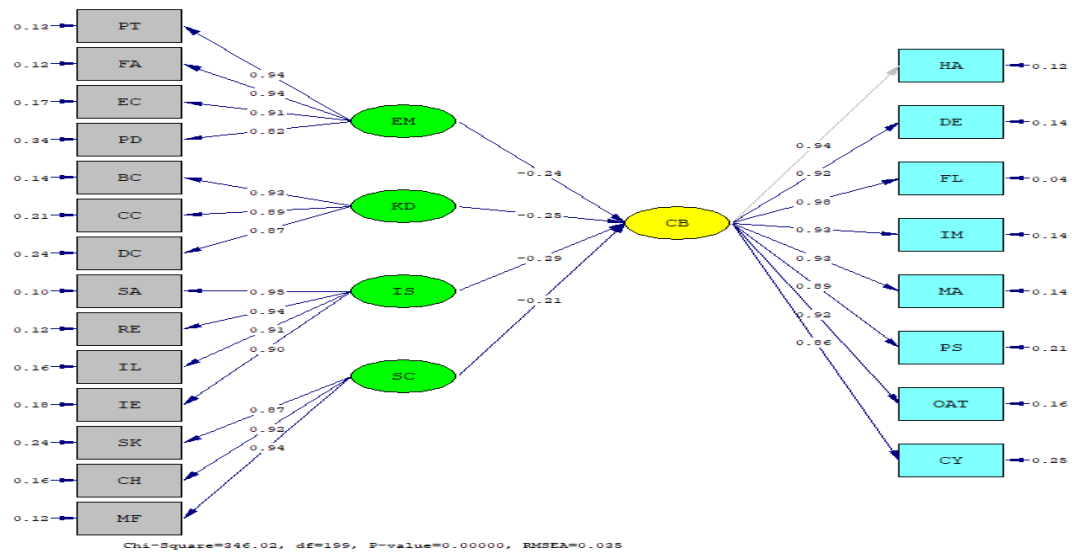


Figure 3. Structural Model

Research hypothesis t-test

Hypothesis testing is done by looking at the t-statistic value with an alpha of 5%, namely $t\text{-statistic} > 1.96$, and examining the probability value, namely the $p\text{-value} < 0.05$, which indicates that the hypothesis is accepted, then looking at the original sample value, if the value (+) then 103 shows the positive effect of exogenous variables on endogenous variables while the value (-) shows the negative effect of exogenous variables on endogenous variables (Ghozali, I., & Latan, 2015). Before describing the research hypothesis according to empirical data, a model t-test is carried out. The following are the results of the LISREL output version 8.8 t-test analysis:

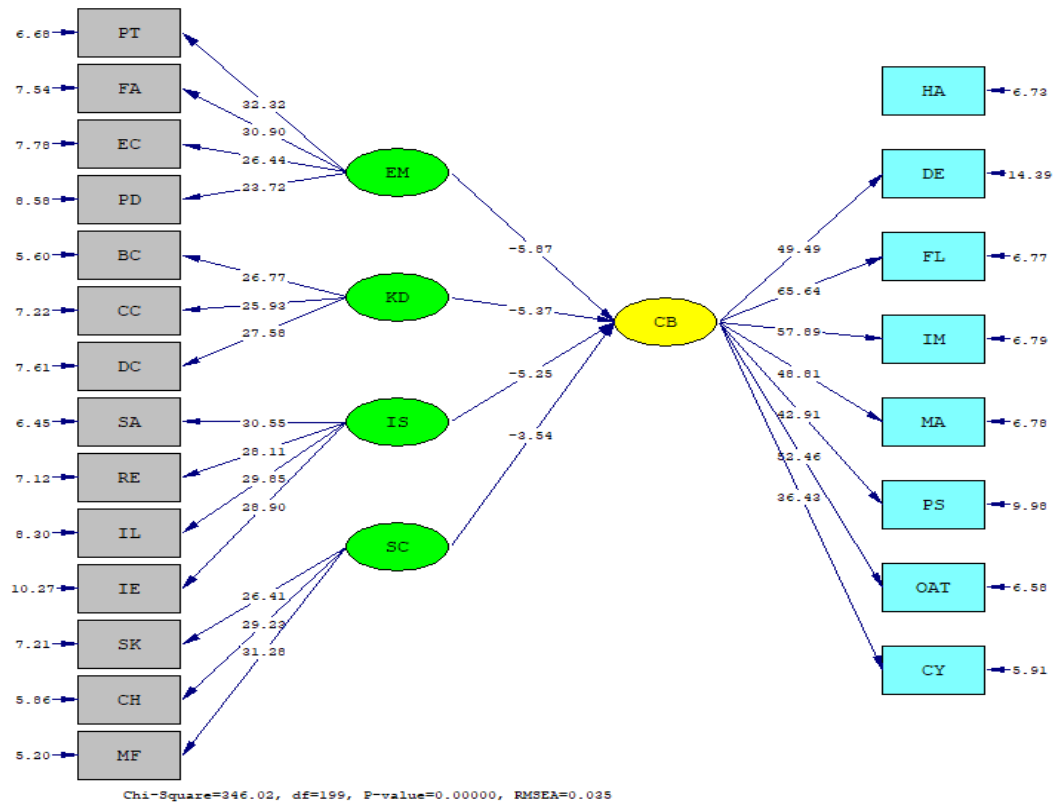


Figure 4. t value test mode

Based on the results of the t-test that has been presented above, the results of the hypothesis that has been proposed are as follows:

1. EM (empathy) has a negative and significant effect on CB (cyberbullying) because the calculated t value is -5.87 (absolute value = 5.87), where this value is greater than 1.96. The proposed hypothesis is proven correct; the data obtained shows that empathy has a negative effect on cyberbullying.
2. KD (self-control) has a negative and significant effect on CB (cyberbullying) because the calculated t value is -5.37 (absolute value = 5.37), where this value is greater than 1.96. The proposed hypothesis is proven correct; the data obtained shows that self-control has a negative effect on cyberbullying.
3. IS (school climate) has a negative and significant effect on CB (cyberbullying) because the calculated t value is -5.25 (absolute value = 5.25), where this value is greater than 1.96. The proposed hypothesis is proven correct; the data obtained shows that school climate has a negative effect on cyberbullying.
4. SC (self-compassion) has a negative and significant effect on CB (cyberbullying) because the calculated t value is -3.54 (absolute value = 3.54), where this value is greater than 1.96. The proposed hypothesis is proven correct; the data obtained shows that self-compassion has a negative effect on cyberbullying.

Discussion

Based on the results of the analysis, it is known that all hypotheses proposed in this study are accepted. This study produces a theoretical model of the influence of empathy, self-control, school climate, and self-compassion that can affect cyberbullying. This can be seen in the R square value of 0.75; this means that the variables EM (empathy), KD (self-control), IS (school

climate), and SC (self-compassion) can explain the CB variable by 75%, while the rest ($100\% - 75\% = 25\%$) is explained by other variables outside the study.

The model used in this study is a novelty that has never been studied in previous studies, consisting of the variables of cyberbullying, empathy, self-control, school climate, and self-compassion (Ramadhanti, A., et al., 2024). The models in previous studies that differ from the models in this study include research by Barlett et al. (2017), resulting in the Barlett Gentile Cyberbullying Model (BGCM). Perceived anonymity and the belief that physical attributes are irrelevant online at Wave 1 predicted attitudes towards cyberbullying at Wave 2, which in turn predicted cyberbullying actions at Wave 3. In other words, perceived anonymity and beliefs about the irrelevance of physical attributes online contributed to the formation of positive attitudes towards cyberbullying, which in turn influenced future cyberbullying. This study provides the first empirical support for the model.

Research by (Tomkins et al., 2018) showed the results of a socio-linguistic model to detect cyberbullying. The model achieved an 18% improvement compared to current methods. This research overcomes several challenges in detecting cyberbullying, such as short texts, many spelling mistakes, and the use of foreign languages that make it difficult to process using traditional natural language processing techniques. Research by (Dilmaç, 2017) aimed to examine the relationship between student values and levels of cyberbullying and hopelessness, as well as test the model created in terms of these relationships. This research analyzes the predictive relationship between student values, cyberbullying, and hopelessness through a structural equation modeling approach using the AMOS 19 program. The study group for this research was selected from students in five different schools in Istanbul, including one vocational school and four secondary schools, during the 2015-2016 academic year using a random sampling method. Of the students in the study sample, 525 were female and 369 were male.

(Shaikh et al., 2021) aim to understand the role of personal and psychological factors that encourage Malaysian university students to engage in cyberbullying. This study used a quantitative research approach and collected data through a self-administered survey. The data were analyzed with Structured Equation Modeling (SEM) techniques using SmartPLS software. This research has novelty based on the analysis used, namely using the Structural Equation Model (SEM) data analysis technique through the LISREL Program. In contrast, previous studies used the Model (SEM) through the AMOS Program, PLS, and so on. The hypothesis in this study is accepted, indicating a significant negative influence between empathy, self-control, school climate, and self-compassion on cyberbullying in students.

Cyberbullying is a form of harassment that occurs through online communication to cause emotional distress to the target or victim (Trana et al., 2021). Cyberbullying has become a social problem that has received attention from researchers (Fang et al., 2021). It is a relatively new type of bullying through Internet media and is increasing on social media networks (Wang et al., 2021). Cases of bullying on social media cause various adverse effects on one's health (Mukhopadhyay et al., 2021). Furthermore, cyberbullying has social, psychological, and physical impacts (Mohd Tajuddin et al., 2020). It can have an adverse impact on the physical and mental health of the person experiencing it. In severe cases, some victims experience anxiety, depression, and suicidal tendencies (Huang et al., 2022). Although not all perpetrators or victims of cyberbullying consider suicide, they are at a higher risk. One strategy that can be implemented to reduce the risk of suicide is to decrease the incidence of cyberbullying (Fekih-Romdhane et al., 2024).

The second hypothesis is accepted with a calculated t value of -5.87 (absolute value = 5.87), where this value is greater than 1.96, thus indicating that empathy has a negative effect on cyberbullying (Putri, S. A. C., et al., 2024). Cyberbullying is a complex phenomenon that

involves many factors, both internal and external, one of which is empathy (Mateus Francisco et al., 2024). Research by (Auriemma et al., 2020) presents empathy as a psychological model for understanding cyberbullying. Empathy affects the act of cyberbullying and its implications for individual social relationships. This psychological model can help in understanding the motivation behind cyberbullying, identifying factors that influence it, and designing effective interventions. Empathy is a protective factor against involvement in cyberbullying (Graf et al., 2019). Research by (Zych et al., 2019) shows that there is a relationship between empathy and the tendency to become cyberbullying perpetrators. Cyberbullying perpetrators tend to have low empathy. This suggests that a lack of empathy can be a contributing factor to cyberbullying. This study showed a consistent pattern between low levels of empathy and cyberbullying perpetrators. Empathy contributes to the formation of more negative patterns of behavior towards cyberbullying, thus increasing the likelihood of them reporting cyberbullying (Barlinska et al., 2018; M. Suud & Na'imah, 2023). Empathy plays a role in efforts to prevent bullying and solve various bullying-related problems (Utomo, 2022).

The third hypothesis in this study is accepted with a calculated t value of -5.37 (absolute value = 5.37), where this value is greater than 1.96, thus indicating that self-control has a negative effect on cyberbullying. The results of this study are relevant to previous research by (Peker & Yildiz, 2021) with research results showing that self-control plays a mediating role in the relationship between aggressive behavior and cyberbullying. Furthermore, it is strengthened by research from (Cho & Rustu, 2020), which shows that individuals with low self-control tend to engage in impulsive and high-risk behaviors, including cyberbullying. Additionally, the research of (Dzunnuroin et al., 2023) showed that self-control has a significant influence on cyberbullying in students. This research provides a better understanding of the internal factors that influence cyberbullying in students, so that it can be used as a basis for the development of more effective prevention and intervention strategies.

Adolescence is an aging period that has a high risk of exposure to cyberbullying (Zhou et al., 2023). Among students, it has increased significantly in recent years (Kaur & Sandhu, 2024). Cyberbullying that originates from rumors and slander generally begins with the dissemination of false information (Li, 2024). Cyberbullying can have severe, adverse, and long-term impacts on students' physical and mental health; this is due to its hidden, repetitive nature and transcends the boundaries of time and space (D. Chen et al., 2023). Victims of cyberbullying experience serious impacts, such as depression and suicidal ideation (Apologia et al., 2024; Lee et al., 2023). Furthermore, cyberbullying affects students' mental health, self-esteem, emotions, and academic performance (Denche-Zamorano et al., 2023; Suud & Salsabillah, 2024). Study findings show the dangers of being a victim of cyberbullying and the importance of increasing self-control in students (Liang et al., 2024). High self-control can prevent students from engaging in cyberbullying (Bukhori et al., 2024). Conversely, low self-control correlates with increased cyberbullying (Hoareau et al., 2021).

The fourth hypothesis in this study is accepted with a calculated t value of -5.25 (absolute value = 5.25), where this value is greater than 1.96. This shows that school climate has a negative effect on cyberbullying. Cases of cyberbullying among high school students are the center of attention for educational institutions as a new form that utilizes information technology (Kollo & Mahfud, 2024). Cyberbullying is influenced by school climate (Maftuh et al., 2024). There is a decrease in academic achievement in students who experience cyberbullying at school, mainly due to poor school climate (Guo et al., 2024). School climate also affects students' disclosure of personal information and their involvement in cyberbullying (Q. Chen et al., 2024). Schools have an important role in shaping students' online behavior. Interventions should aim to foster a school climate that supports positive values and prevents cyberbullying (Erbicer et al., 2023).

More efforts are needed to prevent bullying and promote a conducive school climate (Mang et al., 2023).

The fifth hypothesis is accepted with a calculated t-value of -3.54 (absolute value = 3.54), where this value is greater than 1.96. This shows that self-compassion has a negative effect on cyberbullying. In recent years, cyberbullying has been recognized as a serious public health problem and is increasingly interesting to research (Barragán Martín et al., 2021). In education, it is important to identify factors that reduce the adverse effects of cyberbullying (Hizbullah & Mulyati, 2022; Moon & Mello, 2021). The direct impact of cyberbullying on students can be overcome by fostering self-compassion (Madkan et al., 2025; Yu et al., 2020). Research by (Chu et al., 2018) explains the importance of self-compassion in protecting students from the negative effects of cyberbullying victimization. Cyberbullying prevention programs need to equip parents with the knowledge to provide support and strengthen self-compassion in children to modulate positive emotions in dealing with cyberbullying (Q. Chen & Zhu, 2022).

Based on the description above, it can be concluded that the novelty of this research is 1) This research was conducted to develop and test the theoretical model of the influence of empathy, self-control, school climate, and self-compassion on cyberbullying in students. 2) The data analysis technique uses a Structural Equation Model (SEM) through the Linear Structural Relationship (LISREL) program. 3) The highest hypothesis is the second hypothesis, namely empathy has a negative effect on cyberbullying, with a calculated t-test value of 5.87. This means that the higher the student's empathy, the lower the tendency to engage in cyberbullying.

CONCLUSION

The results of this study indicate that empathy, self-control, school climate, and self-compassion have a significant negative influence on cyberbullying among Madrasah students in Yogyakarta. The higher the empathy of students, the lower their tendency to engage in cyberbullying, which means that students who are better able to understand and feel other people's feelings tend to avoid cyberbullying. In addition, excellent self-control also contributes to the reduction of cyberbullying, as students who can control their impulses and emotions exhibit more positive behavior. A supportive and positive school climate plays an important role in creating a safe and comfortable environment for students and reducing cyberbullying. Likewise, high self-compassion, which is the ability to be kind to oneself in difficulties, can reduce the risk of engaging in harmful behavior. Conversely, low scores on these variables are associated with an increase in cyberbullying, showing that character development and the creation of a supportive environment are crucial in efforts to prevent negative behavior among students. These findings emphasize the need for greater attention to these aspects to create a more positive and safe learning environment. This study has several limitations that need to be considered. First, this study was conducted at a public high school, so the generalizability of the results is limited; therefore, it is recommended that future researchers conduct broader research in various types of schools to obtain a more comprehensive picture. Second, this study only used a scale to collect data. In future research, it is important to use a longitudinal study to see how things like cyberbullying, empathy, self-control, school climate, and self-compassion change over time. This can give researchers a better understanding of how student behavior changes and evolves. Third, this study used some old references, so they need to be updated with more recent literature to ensure relevance and accuracy.

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