

The Effect of School Climate and Empathy on Cyberbullying Behavior in Students

M. Zuhdy Mukromin Khamzah ¹, Elce Purwandari ², Dina Ervina ³, Wildan Miftahussurur ⁴, Eka Yulianti ⁵

¹ Universitas Islam Nusantara Al-Azhaar Lubuklinggau, Indonesia; mzuhdy@gmail.com

² Universitas Islam Nusantara Al-Azhaar Lubuklinggau, Indonesia; purwandari.elce@gmail.com

³ Universitas Islam Nusantara Al-Azhaar Lubuklinggau, Indonesia; dinaaervina@gmail.com

⁴ Insitut KH Yazid Karimullah Jember, Indonesia; wildanmiftahus@gmail.com

⁵ Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia; ekasaleem@gmail.com

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Abstract

The increasing use of social media among adolescents has created new challenges in the educational environment, particularly concerning cyberbullying behavior. This study aims to examine the influence of school climate and empathy on cyberbullying behavior among students at SMPN 1 Lubuklinggau. A quantitative research design was employed involving 300 students selected from a population of 1,184 students using purposive sampling. Data were collected through questionnaires measuring school climate, empathy, and cyberbullying behavior. The instruments consisted of 28 school climate items, 30 empathy items, and 56 cyberbullying items, using a four-point Likert scale. The data were analyzed using multiple linear regression, supported by t-tests and an F-test at a 5% significance level. The findings indicate that school climate has a significant negative effect on cyberbullying behavior ($B = -0.224$; $t = -2.093$; $p = 0.037$), indicating that a more positive school climate is associated with lower cyberbullying behavior. Empathy, however, does not have a statistically significant effect on cyberbullying behavior ($B = -0.145$; $t = -1.229$; $p = 0.220$). Simultaneously, school climate and empathy significantly contribute to the prediction of cyberbullying behavior ($F = 3.176$; $p = 0.043$), although the model explains only 2.1% of the variance. These findings indicate that school climate plays a significant role in cyberbullying behavior, while other factors beyond the variables examined may also contribute substantially.

Keywords

School Climate; Emphaty; Cyberbullying Behaviour

Corresponding Author

Elce Purwandari

Universitas Islam Nusantara Al-Azhaar Lubuklinggau, Indonesia; purwandari.elce@gmail.com

1. INTRODUCTION

Since entering the internet era, people have found it easy to obtain information (Primasari & Suminaar, 2019). With the internet, it is easier for people to connect and interact with each other. So it is not surprising that internet use continues to increase from year to year. The KOMINFO Department, through the results of a survey conducted by the Indonesian Internet Service Providers Association (APJII), also noted that internet users are dominated by men at 75.50 percent, while for women it is 51.43 percent. Not only that, based on age, the largest figure is 75.50 percent for 13-18-year-olds and 49.52 percent for 19-34-year-olds (Nasywa et al., 2021). The data above shows that the use of Internet technology, especially in Indonesia, is dominated by teenagers (Aini & Rahardjo, 2023). (Uno &



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Lamatenggo, 2011) Cyberbullying represents a form of bullying that occurs through digital communication and social media, extending aggressive behavior beyond the physical boundaries of the school environment. The characteristics of digital interaction may allow harmful messages, insults, threats, or humiliating content to be disseminated rapidly and repeatedly among adolescents (Varela et al., 2020). However, cyberbullying should not be viewed solely as a consequence of technological development. Rather, it is also related to the social and psychological conditions that shape students' interactions with their peers (Dumas & Midgett, 2019; Cornell et al., 2012). Within the school context, the quality of the school climate may influence students' perceptions of safety, interpersonal relationships, and norms concerning aggressive behavior. At the individual level, empathy may affect students' ability to recognize and respond to the feelings of others, potentially influencing their involvement in cyberbullying. These considerations suggest that examining school climate and empathy together may provide a more focused understanding of cyberbullying behavior among middle school students. (Sunardi et al., 2023).

Bullying refers to intentional behavior directed toward harming, intimidating, or humiliating another person and is generally characterized by a power imbalance between the perpetrator and the victim (Aldridge et al., 2018). In the development of digital communication, bullying can also occur through electronic and online platforms, giving rise to what is commonly referred to as cyberbullying. Cyberbullying involves the use of digital communication to repeatedly harass, intimidate, threaten, or otherwise harm another person through online interactions (Damayanti et al., 2024). Thus, the distinction between traditional bullying and cyberbullying primarily concerns the context and medium through which the harmful behavior is carried out, rather than the underlying intention to harm others.

Cyberbullying may take various forms, including sending or distributing offensive messages, humiliating images, threats, or other harmful content through digital communication platforms. Willard (2007) describes cyberbullying as the use of the internet and other forms of digital communication to send or disseminate harmful messages or images (Willard, 2007), while Kowalski (2013) explains that such behavior may occur through text messages, e-mail, chat rooms, online gaming platforms, and social networking sites (Kowalski, 2013a). These characteristics distinguish cyberbullying from conventional bullying because harmful interactions can continue beyond direct face-to-face encounters and may reach victims through digital environments.

Although cyberbullying occurs in virtual spaces, it remains closely connected to students' social and educational lives. Students who participate in cyberbullying are members of a school community, and their interpersonal relationships, peer interactions, and experiences at school may extend into online environments. Therefore, the fact that cyberbullying takes place through digital media does not make it separate from the school context. Previous research has identified cyberbullying as an issue relevant to schools because its consequences can affect students' learning experiences and the broader teaching and learning environment (Gage et al., 2014; Greytak & Kosciw, 2014). In this sense, the school provides an important social context for understanding cyberbullying, even when the behavior itself occurs outside the physical boundaries of the school.

The connection between cyberbullying and the school context is particularly important when examining the factors associated with students' behavior. School climate represents the social and relational conditions experienced by students within the school environment, while empathy concerns students' capacity to understand and respond to the feelings and experiences of others. Both factors are therefore relevant to understanding how students interact with peers and how they may respond to harmful behavior. A school environment characterized by positive interpersonal relationships and supportive social norms may be associated with lower levels of bullying-related behavior, while students' capacity for empathy may influence how they perceive the consequences of their actions toward others. Accordingly, examining school climate and empathy provides a relevant conceptual basis for investigating cyberbullying behavior among students at SMPN 1 Lubuklinggau.

The phenomenon of cyberbullying also occurs a lot in Indonesia and is experienced by teenagers, this is proven by observations made by researchers themselves on Instagram social media accounts (Narpaduhita & Suminar, 2014). Researchers found many accounts that carried out actions such as saying insulting harsh words, making threats on social media, and often resulting in fights on social media. Not only that, there are also many negative comments made by accounts on social media.

Cyberbullying behavior can have a psychological impact on the victim. Study (Primasari & Suminaar, 2019) found that 37 percent of students said cyberbullying behavior had more of an effect on the victim. The effects felt are not only at the level of hurting feelings but can also damage the soul and psychological condition of teenagers, causing victims to feel depressed, sad, and frustrated. One of the worrying impacts of cyberbullying behavior is that victims tend to commit suicide (Ghadampour et al., 2017). Research conducted by (Patchin & Hinduja, 2011) revealed that 20 percent of respondents who reported having thought about committing suicide were teenagers.

Results of the studies carried out by (Patchin & Hinduja, 2011) prove that quite a few teenagers aged 10-17 years are involved in cyberbullying. As many as 15-35% of the sample admitted to having been victims of cyberbullying, while as many as 10-20% had committed acts of cyberbullying. Not only that, around 47% of students aged 9-18 years have witnessed cyberbullying.

Characteristics of cyberbullying perpetrators as explained by (Caravita et al., 2009) having a dominant personality and enjoying violence, tending to be temperamental, impulsive, easily frustrated, and appearing strong and showing little empathy or compassion for those who are victims of bullying. The same thing was also seen when researchers conducted initial studies in schools by looking at the background of schools that implemented congregational prayers during noon prayers, spiritual prayers, and religious activities every Friday morning and there was a large IT school where students should not personally be involved in cyberbullying behavior. because religious values have been instilled. However, in some schools the opposite is true.

Cyberbullying can take several forms, including the dissemination of embarrassing personal information or images, hostile messages directed at individuals or groups, and the intentional exclusion of individuals from online interactions (Willard, 2007). These forms illustrate that cyberbullying is not limited to a single type of online aggression but may involve different patterns of interpersonal harm. However, understanding cyberbullying behavior requires consideration not only of how the behavior is expressed in digital environments but also of the social and psychological conditions that may shape students' involvement in such behavior.

One important contextual factor is school climate, which refers to the quality of social relationships, students' perceptions of safety, interpersonal interactions, and the norms experienced within the school environment. A positive school climate can provide an environment that discourages aggressive behavior and promotes supportive relationships among students. Previous research has reported a negative relationship between school climate and bullying behavior, indicating that a more positive school environment may function as a protective context against bullying (Rahmawati, 2016; Acosta et al., 2018). This perspective is relevant to cyberbullying because students' relationships and behavioral norms within the school community may extend into their interactions in digital spaces. Thus, although cyberbullying occurs through online media, its behavioral context may remain connected to the social environment in which students interact.

In addition to contextual factors, empathy represents an individual psychological factor that may be relevant to cyberbullying behavior. Empathy involves the ability to understand and respond to the feelings and experiences of others. From this perspective, students with stronger empathic responses may be more capable of recognizing the emotional consequences of harmful behavior toward peers. Previous studies have reported an association between empathy and cyberbullying, with lower empathy being linked to greater involvement in cyberbullying behavior (Ang & Goh, 2010; Steffgen et al., 2011; Rifauddin, 2016). Nevertheless, the relationship between empathy and cyberbullying should

not be assumed to be uniform across different student populations and contexts. Differences in school environments, peer relationships, and student characteristics may contribute to variations in this relationship.

The theoretical relationship among the three variables can therefore be understood from two complementary levels. School climate represents a contextual factor, because it reflects the social environment and behavioral norms within which students interact, whereas empathy represents an individual factor, because it concerns students' capacity to understand the feelings of others. Cyberbullying behavior represents the behavioral outcome that may be shaped by the interaction between contextual and individual conditions. Examining these variables together is therefore important because focusing only on the characteristics of cyberbullying may overlook the environmental and psychological factors associated with students' behavior.

Empirical studies have provided evidence concerning the relationship between school climate, empathy, and bullying or cyberbullying; however, the findings are not necessarily consistent across contexts. Research has associated positive school climate with lower bullying behavior, while previous studies have also linked empathy with cyberbullying involvement (Rahmawati, 2016; Acosta et al., 2018; Ang & Goh, 2010; Steffgen et al., 2011). At the same time, the relationship between these variables may differ according to the characteristics of students and their educational environments. This creates an empirical problem concerning whether school climate and empathy demonstrate similar relationships with cyberbullying behavior when examined simultaneously among middle school students in a particular school context.

The present study addresses this problem by examining the influence of school climate and empathy on cyberbullying behavior among students at SMPN 1 Lubuklinggau. Specifically, the study examines the partial influence of school climate and empathy and their simultaneous influence on cyberbullying behavior. By examining a contextual variable (school climate) and an individual variable (empathy) within the same analytical model, this study seeks to provide a more integrated understanding of factors associated with cyberbullying behavior among middle school students.

2. METHODS

This study used a quantitative approach. This approach was chosen because it refers to the research objective, namely looking at the influence of one variable on other variables as well as a description of each variable in a group which is carried out through statistical analysis. Statistical analysis is used to obtain empirical evidence and develop theories of school climate, empathy, and cyberbullying behavior (Creswell & Creswell, 2017). The participants in this research were 300 students from SMPN 1 Lubuklinggau with an age range of 12–15 years. Sampling was carried out using a purposive sampling technique, namely a technique for determining samples with certain considerations. The research instruments were questionnaires designed to measure three variables: school climate as the independent variable (X1), empathy as the independent variable (X2), and cyberbullying behavior as the dependent variable (Y). The school climate questionnaire consisted of 28 items assessing students' perceptions of the social and interpersonal conditions within their school environment. The empathy questionnaire consisted of 30 items measuring students' ability to understand and respond to the feelings and experiences of others. Meanwhile, the cyberbullying questionnaire consisted of 56 items measuring students' involvement in cyberbullying behavior in digital environments. The questionnaires were adapted from instruments used in previous research, particularly the study conducted by Rospita (2022) in Pekanbaru, and were adjusted to the characteristics and context of students at SMPN 1 Lubuklinggau. All items were measured using a four-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." (Rospita, 2022). The research instruments consisted of three questionnaires designed to measure the variables examined in this study: school climate (X1), empathy (X2), and cyberbullying behavior (Y). The school climate questionnaire consisted of 28

statement items, the empathy questionnaire consisted of 30 statement items, and the cyberbullying behavior questionnaire consisted of 56 statement items. The questionnaires were adapted from previous research conducted in Pekanbaru (Rospita, 2022) and adjusted to the characteristics and research context of students at SMPN 1 Lubuklinggau. Before the questionnaires were administered for the main data collection, the instruments were subjected to validity and reliability testing to assess the suitability and internal consistency of the items. The final questionnaires used a four-point Likert scale, consisting of "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."

The collected data were analyzed using inferential statistical procedures. Prior to hypothesis testing, prerequisite tests were conducted, including normality, multicollinearity, and heteroscedasticity tests, to determine whether the data met the assumptions required for multiple linear regression analysis. Multiple linear regression was then employed to examine the influence of school climate and empathy on students' cyberbullying behavior. The t-test was used to examine the partial effect of each independent variable on cyberbullying behavior, while the F-test was used to examine the simultaneous effect of school climate and empathy on the regression model. Statistical significance was determined at the 5% level ($\alpha = 0.05$). Data processing and statistical analysis were performed using SPSS version 23.0.

3. FINDINGS AND DISCUSSIONS

Normality test to see whether the variable data being tested is normally distributed and suitable for statistical testing using the Kolmogorov-Smirnov test, the following conditions are obtained: Sig value < 0.05 , data distribution is not normal. Sig value > 0.05 , normal data distribution. Normality Test Results can be seen in Table 1 as follows:

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		300
Normal Parameters, b	Mean	.0000000
	Std. Deviation	11.85619738
Most Extreme Differences	Absolute	.042
	Positive	.028
	Negative	-.042
Statistical Tests		.042
Asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the output above is known that the value of asymp. Sig (2-tailed) from the Kolmogrov-Smirnov test on the Asymp value. Sig. (2-tailed) of 0.200 is greater than the α value of 0.05, so it can be concluded that the standardized residual value is stated to be normally distributed or the data is normally distributed.

Test Multicollinearity is a method used to find out and detect whether or not there is a close linear relationship between the independent variables in the calculation. If there is high multicollinearity, it will cause difficulty to distinguish and separate the influence of each independent variable on the dependent variable (Doumas et al., 2017). One way to see this relationship is to look at the covariance coefficient matrix from the results of data processing. The greater the covariance coefficient, the higher the multicollinearity, the closer the relationship between the two independent variables.

Table 2. Multicollinearity Test

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	School Climate	,993	1,007
	Empathy	,993	1,007

Based on the table above, it can be seen that there are two parameters used to detect multicollinearity, namely the tolerance value and the VIF (Variance inflation factor) value, where the Tolerance value is > 0.10 and the VIF value must be $VIF < 10$. From the results of the calculation above, we get a tolerance value of > 0.1 where the value is > 0.1 and the VIF value is not less than 10.00, meaning that multicollinearity is not detected.

The heteroscedasticity test is used to determine whether or not there is an indication of variance between inhomogeneous residuals which results in the estimated value obtained being no longer efficient. A good regression model is one where heteroscedasticity does not occur. There are several ways to detect the presence or absence of heteroscedasticity, one of which is by looking at the scatter plot (Yang et al., 2021; Schultze-Krumbholz et al., 2016). A good regression model is obtained if the residual scatter diagram does not form a particular pattern and if the data radiates around zero (on the Y axis). Apart from that, there is no particular pattern on the graph, such as converging in the middle, then narrowing, and then widening, and vice versa.

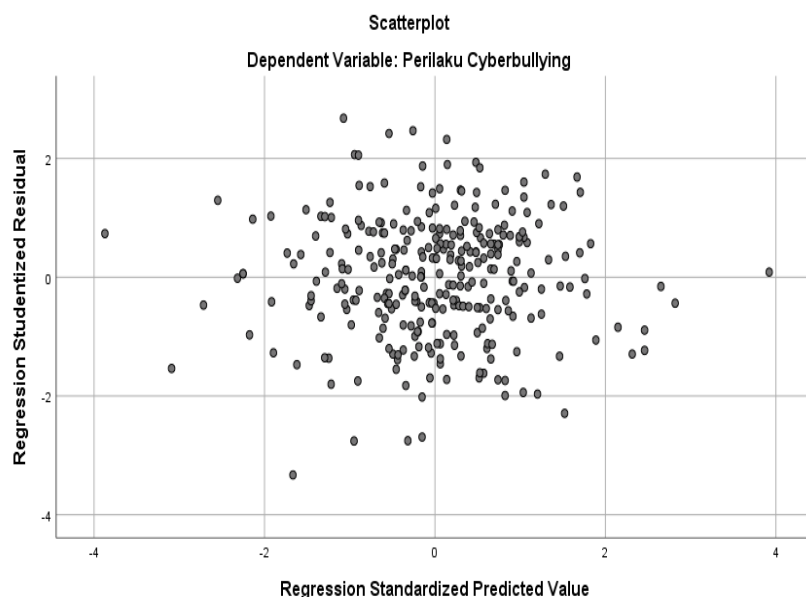


Figure 1. Heteroscedasticity test

Figure 1. Explains that the scattered data does not form a particular pattern and is spread around

the zero point on the Y-axis. This means that it can be concluded that the data to be studied meets the heteroscedasticity assumption.

Multiple linear regression is used to determine the magnitude of the difference between one variable and another variable. The results of the multiple linear test can be seen in the coefficients table as follows:

Table 3. Results of Multiple Linear Regression Analysis

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	147,900	11,085		13,343	,000
	School Climate	-.224	.107	-.121	-2,093	,037
	Empathy	-.145	.118	-.071	-1,229	,220

a. Dependent Variable: Cyberbullying Behavior

Based on the results of the regression analysis obtained in Table 3 the regression equation can be written as follows:

$$Y = a_1 + b_1X_1 + b_2X_2 + e$$

$$Y = 147,900 + (-0.224)X_1 + (-0.145)X_2 + 11,085$$

From the regression equation above it can be interpreted as follows:

- $\alpha = 147,900$ shows that if the values of X_1 and
- $b_1 = -0.224$ states that if X_1 increases, then Y will decrease by -0.224 assuming there is no increase in the constant value of X_2 .
- $b_2 = -0.145$ states that if X_2 increases, then Y will decrease by -0.145 assuming there is no increase in the constant value of X_1 .

Multiple regression analysis was used to determine the influence of the independent variables, consisting of school climate and empathy, on the dependent variable, namely cyberbullying behavior. From calculations using the SPSS 22.0 for Windows program, the regression results obtained are multiple regression coefficient values which overall appear in the table as follows:

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.145a	.021	.014	11.89605

a. Predictors: (Constant), Empathy, School Climate

Based on table 4, shows an R-value of 0.145, which means that the correlation or relationship between the independent variables consisting of the influence of school climate and empathy has a low relationship. The R Square value shows 0.021, this means that the influence of the independent variables consisting of school climate and empathy, with the dependent variable cyberbullying behavior is 2.1% while the rest is influenced by other factors.

The t-statistical test basically shows how much influence an explanatory or independent variable individually has in explaining variations in the dependent variable. Based on the analysis, the following analysis results were obtained:

Table 5. T-test

Coefficients a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	147,900	11,085		13,343	,000
School Climate	-.224	.107	-.121	-2,093	,037
Empathy	-.145	.118	-.071	-1,229	,220

a. Dependent Variable: Cyberbullying Behavior

From the data above, the following analysis results are obtained: 1) Based on the results of the analysis above, the value of count > table is $-2.093 > 1.28580$ and the significance value is $0.037 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted, so there is an influence negative and significant school climate on cyberbullying behavior among students at SMPN 1 Lubuklinggau. This means that the lower the school climate, the higher the cyberbullying behavior among students. 2) Based on the results of the analysis above, the value of count > T-table is $-1.229 > 1.28580$ and the significance value is $0.220 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted, so there is no significant influence of empathy on cyberbullying behavior among students at SMPN 1 Lubuklinggau. This means that high or low empathy does not influence cyberbullying behavior.

The F-test was carried out to determine the influence of school climate and empathy on cyberbullying behavior among students at SMPN 1 Lubuklinggau. The test was carried out using the F test. The F test was intended to determine the influence of all variables X_1 and together with school climate and empathy towards cyberbullying behavior in students at SMPN 1 Lubuklinggau using a comparison of Fcount and F-table with a significance level of 5% and N 300, obtained F-table is 2.72 using a confidence level of 95%, $\alpha = 5\%$. The result obtained from F-table is 3.04. Based on calculations with the help of the SPSS for Windows Versions 22.00 program, the following results were obtained:

Table 6. ANOVA and Simultaneous Significance Test of the Regression Model

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	898.931	2	449.466	3.176	0.043
Residual	42,030.255	297	141.516		
Total	42,929.187	299			

a. **Dependent Variable:** Cyberbullying Behavior

b. **Predictors:** (Constant), Empathy, School Climate

Table 6. Shows that based on the output above the F-count and F-table values, it can be seen that F-count (3.176) > F-table (3.04) so that H_0 is rejected and H_a is accepted. Hypothesis testing is also carried out by comparing the significance value with the significance level. A significance value of 0.000 is less than the significance level of 0.05, so it shows that the independent variables together have a significant influence on the dependent variable. The accepted hypothesis is that there is a joint significant influence (Schultze-Krumbholz et al., 2020a). There is a joint significant influence of school climate and empathy on cyberbullying behavior among students at SMPN 1 Lubuklinggau, thus the results are significant. So the conclusion is that the independent variables used in this research together influence the dependent variable.

The influence of school climate on cyberbullying behavior among students at SMPN 1 Lubuklinggau

The results of this research show that there is a significant influence of school climate on

cyberbullying behavior among students at SMPN 1 Lubuklinggau, which means that the lower the school climate, the higher the cyberbullying behavior among students. The results of this study are in line with the results of several studies by Klein et al. (2019), involving 4,265 students from four middle schools in central Virginia, United States, and found that a positive school climate was a protective factor in reducing students' bullying behavior. In line with research by (Klein & Bentolila, 2019; Rahmawati, 2016) with research subjects of 723 students from five areas of the DKI Jakarta province, it shows that school climate has a significant correlation with a negative direction towards bullying behavior. It was found in the study that 4.2% of bullying behavior could be prevented by a positive school climate. Furthermore, (Acosta et al., 2018; Lacey & Cornell, 2016) who researched 14 high schools in the United States, involving 2,834 students, showed that a good school climate reduces the occurrence of bullying behavior.

The influence of empathy on cyberbullying behavior among students at SMPN 1 Lubuklinggau

The results of this study show that there is no significant influence of empathy on cyberbullying behavior among students at SMPN 1 Lubuklinggau. This means that high or low levels of empathy do not influence cyberbullying behavior. The results of this study are supported by research (Kowalski, 2013b) stated that cyberbullying perpetrators tend to have low self-esteem. Perpetrators of bullying tend to have low empathy values, so they easily act cruelly and carry out behavior that is contrary to moral values (Lee & Shin, 2017). Cyberbullying perpetrators have impulsive behavior and have a low level of empathy towards their victims (Auriemma, V., 2020). A lack of empathy can lead to the development of dysfunctional behavior, such as bullying and cyberbullying (Mawardah & Adiyanti, 2014; Schultze-Krumbholz et al., 2020b) The lower the level of empathy a person has, the higher the likelihood of engaging in cyberbullying behavior, and conversely the higher the level of empathy a person has, the lower the likelihood of committing cyberbullying behavior (Rifauddin, 2016). Empathy is fundamental to preventing cyberbullying (Mandasari, 2020; Safaria & Suyono, 2020) With empathy, individuals can feel the suffering and weaknesses of other people, thereby preventing them from carrying out cyberbullying behavior. Individuals who have a high level of empathy can understand other people's feelings and feel them, so they are less likely to be involved in cyberbullying behavior, this is because these individuals can feel the pain or sadness of the victim (Rifauddin, 2016; Shukla et al., 2016). The results of this research are supported by research that low empathy is one of the factors in the emergence of cyberbullying (Husna et al., 2025; Rahayu, B & Permana, 2019).

The joint significant influence of school climate and empathy on cyberbullying behavior among students at SMPN 1 Lubuklinggau

The results of this study show that the joint significant influence of school climate and empathy on cyberbullying behavior among students at SMPN 1 Lubuklinggau is proven by the value of $F_{count} (3.176) > F_{table} (3.04)$ so that H_0 is rejected and H_a is accepted. This shows that the higher the climate of school and empathy, the higher the cyberbullying behavior among students at SMPN 1 Lubuklinggau. The results of this study are in line with research (Mandasari, 2020) that the influence of student empathy and school climate on bullying behavior is 0.219, this shows that 21.9% of the variation in bullying behavior can be explained by student empathy and school climate. Cyberbullying is an act of bullying by sending or posting messages or images intended to criticize, offend, belittle, or intimidate someone via electronic or digital media (Acosta et al., 2019; Van Geel, M., 2014). The simultaneous test was conducted to determine whether school climate and empathy jointly contributed to cyberbullying behavior among students at SMPN 1 Lubuklinggau. As presented in Table 6, the regression model produced an F-value of 3.176 with a significance value of 0.043. Since the significance value was lower than the 0.05 threshold, the regression model was statistically significant. This finding indicates that school climate and empathy jointly contribute to the prediction of cyberbullying behavior among the students. However, the coefficient of determination (R^2) was 0.021, indicating that the model explained 2.1% of the variance in cyberbullying behavior. Therefore, the remaining 97.9% may be associated with other factors that were not included in the present model (Nixon, 2014).

4. CONCLUSION

Based on the results of the research and discussion above, it can be concluded that 1) there is a significant influence of school climate on cyberbullying behavior among students at SMPN 1 Lubuklinggau as evidenced by the value of $t\text{-count} > t\text{-table}$, namely $-2.093 > 1.28580$ and a significance value of $0.037 < 0.05$, so it can be concluded that H_0 is rejected and H_a is accepted, so there is a negative and significant influence of school climate on cyberbullying behavior among students at SMPN 1 Lubuklinggau. This means that the lower the school climate, the higher the cyberbullying behavior among students. 2) There is no significant effect of empathy on cyberbullying behavior among students at SMPN 1 Lubuklinggau as evidenced by the $t\text{-count} > t\text{-table}$ value, namely $-1.229 > 1.28580$ and the significance value is $0.220 < 0.05$, so it can be concluded that H_0 is rejected and H_a is accepted, so there is no effect significant empathy towards cyberbullying behavior among students at SMPN 1 Lubuklinggau. This means that high or low empathy does not influence cyberbullying behavior. 3) The joint significant influence of school climate and empathy on cyberbullying behavior among students at SMPN 1 Lubuklinggau is proven by the value of $F_{\text{count}} (3.176) > F\text{-table} (3.04)$ so that H_0 is rejected and H_a is accepted. This shows that the higher the school climate and empathy, the higher the cyberbullying behavior among students at SMPN 1 Lubuklinggau.

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