

## The Influence of Low Empathy, Low Social Skills, and Religiosity on Bullying Behavior Among Junior High School Students

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### ABSTRACT

Bullying behavior is a serious problem in educational environments that negatively impacts the psychological and social development of students. This research aims to analyze the influence of empathy, social skills, and religiosity on bullying behavior among junior high school students. A quantitative approach with correlational survey method was used in this study. The sample consisted of 319 students selected through random sampling. Data collection instruments consisted of validated questionnaires, including empathy scales, social skills, religiosity, and bullying behavior. Multiple regression analysis results show that the three independent variables simultaneously have a significant effect on bullying behavior with a coefficient of determination  $R^2 = 0.463$ . Partially, empathy has the greatest influence on bullying behavior ( $\beta = 0.757$ ), followed by social skills ( $\beta = 0.100$ ), while religiosity shows a very small influence ( $\beta = 0.000$ ). These findings indicate that the lower the level of students' empathy and social skills, the higher their tendency to engage in bullying. Instilling empathy values and social skills training need to be intensively integrated into educational environments to prevent this negative behavior.

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## INTRODUCTION

Bullying is a phenomenon that has become a serious focus of attention in the world of education, particularly at the junior high school (middle school) level. Bullying behavior can be defined as aggressive and negative actions by an individual or group of people that are carried out repeatedly, abusing power imbalances with the intention of harming their target (victim) mentally, physically, psychologically, economically, or socially (Trisnani & Wardani, 2016). Based on bullying data from 2023 to early 2024 from the Indonesian Teachers' Union Federation (FSGI), in 2023 it was recorded that out of 23 bullying cases reported from January to September, 50% of bullying cases occurred at the junior high school level. Additionally, nationally, the Indonesian Education Monitoring Network (JPPI) reported an increase in violence cases in educational environments reaching 573 cases in 2024, an increase of more than 100% compared to what occurred in 2023. The most common places in the school environment where bullying behavior occurs, where students experience bullying, are in classrooms (39%), hallways or stairs (37.5%), cafeterias (25.1%), and outside of school (24.4%) (Thomsen et al., 2024).

Bullying behavior not only impacts the victims, but also affects the perpetrators, staff, and the community that exists in the school (Al, 2023). The impact of bullying behavior will hinder

children's behavior in actualizing themselves because bullying behavior does not provide a sense of safety and comfort, making victims feel intimidated, inferior, worthless, have difficulty concentrating on learning, and are unable to socialize with their environment. As a result, school is no longer a pleasant place for victims who experience bullying, but instead becomes a frightening place that causes trauma (Amnda et al., 2020). Therefore, a deep understanding of the factors that influence bullying behavior becomes crucial for developing effective prevention and intervention strategies for students. Previous research has identified various factors that contribute to bullying behavior, including factors according to Haslan: "Factors that influence bullying behavior at SMP Negeri Kediri, West Lombok, include parental divorce, parents working abroad, economic factors, and social environmental factors" (Haslan et al., 2022). According to Utami, "Factors that influence bullying include quiet attitudes and low self-concept as individual factors, negative school climate as a school factor, less harmonious families, and unhealthy friendships as factors that influence the occurrence of bullying" (Utami, 2019). However, three factors that receive special attention in the context of student development regarding bullying behavior are Low Empathy, Low Social Skills, and Religiosity. These three factors are viewed as fundamental psychological constructs in shaping prosocial and antisocial behavior in students.

Empathy is defined as the manifestation of our care for others, feeling what others feel, whether joy, sorrow, hardship, or happiness (Siombiwi et al., 2022). Empathy is a form of social care for someone, both individual and group, which is a basic and important character that must be possessed by every individual and group. The care of each individual that refers to the attitude of paying attention to their surroundings, treating others well, acting by speaking politely and courteously, as well as being tolerant of others with existing differences without hurting, disturbing, criticizing, and mocking others is a manifestation of high empathetic attitude (Wahyuningsih & Oktavia, 2022). Students with low empathy tend to be unable to understand the emotional impact of their actions on victims, making them more likely to engage in bullying behavior.

Social skills are defined as an individual's ability to communicate well with others both verbally and nonverbally according to the existing situation and conditions at that time. Social skills are behavioral attitudes that must be possessed and learned by every individual (Syarnubi, 2019). According to Hargie and Saunders, "Social skills are a person's ability to dare to speak, dare to express feelings or problems they are facing, and be able to solve those problems" (Nurhaliza, 2024). Thus, students with low social skills may use bullying as a maladaptive strategy to gain social status or cope with frustration in social interactions. Deficits in social skills can cause difficulties in building positive relationships with peers and resolving conflicts peacefully.

Religiosity is a dimension of spirituality related to a person's beliefs, values, and religious practices from the spiritual side of humans that is clearly visible in daily life. "Religiosity plays an important role in shaping students' personalities. The higher the level of religiosity possessed by each individual and religious maturity, the better that student's personality will be. Therefore, every individual who has strong religiosity tends to have lower levels of delinquency (Khofi & Masad, 2024). Religious culture has a significant role in shaping students' religiosity. An environment that supports religious practices, whether in the family, madrasah, or community, can strengthen each individual's religious values in daily life.

Religiosity is not just about believing in God, but also encompasses how someone believes in their religious teachings and can apply the moral values taught by religion by consistently practicing religious activities. Belief here refers to a person's faith in God and the truth of religious teachings, and values that show moral guidance adopted in daily life (Hadi et al., 2023). However, religious values that emphasize compassion, tolerance, and moral behavior can function as internal barriers against bullying behavior. However, research on the relationship between religiosity and bullying still shows varied results, especially in the context of Indonesia's religious culture.

Although previous research has explored the relationship between these individual factors and bullying behavior, there is still a gap in understanding how these three factors interact simultaneously in influencing bullying behavior, especially among junior high school students in

Indonesia. The Indonesian cultural context that emphasizes values of collectivity, social harmony, and religiosity also provides a unique dimension in understanding bullying dynamics. Research that integrates these three factors in the Indonesian cultural context is still very limited, even though this understanding is important for developing interventions that align with the socio-cultural characteristics of Indonesian society.

## METHODS

The approach used in this research is a quantitative approach. According to Sugiyono, "quantitative research is in the form of numbers and statistical analysis" (Khoiriyah et al., 2022). Meanwhile, according to Ahmad Tanzeh and Sutyino, "what is meant by quantitative research is research that emphasizes the presentation of data in the form of numbers or qualitative data that is quantified (scoring) using statistics (Khoiriyah et al., 2022). This research is designed with a correlational survey to analyze the relationship between the variables of Low Empathy, Low Social Skills, and Religiosity on Bullying Behavior of junior high school students. This correlational survey design was chosen because it allows researchers to identify patterns of relationships between variables systematically and objectively. The correlational survey method provides the ability to measure the level of association between independent variables (Low Empathy, Low Social Skills, Religiosity) and the dependent variable (Bullying Behavior) in a natural context without manipulating those variables.

The population in this research consists of all students in a certain region totaling approximately 2,500 students from various public and private schools. The sampling technique used is cluster random sampling considering representation from various school characteristics. Based on calculations using the Slovin formula with a 5% error rate, a sample of 319 students distributed across junior high schools (SMP) was obtained. The selection of this sample considers various diversities of background, gender, and grade level to ensure representativeness of research results, with proportional distribution across all schools that serve as research locations.

The data collection instrument consists of questionnaires containing demographic data, empathy scale, social skills scale, religiosity scale, and bullying behavior scale. Each scale uses a Likert format with a range of 1-5 to make it easier for respondents to provide assessments. The instrument validation process was conducted by distributing questionnaires to 30 male and female students at various junior high schools to conduct validity and reliability testing. If the validity test results show that all items have product moment correlation values above 0.30 and the overall reliability of the instrument is in the high category.

Data collection was conducted by distributing questionnaires online at selected schools with the assistance and permission of teachers or students at those schools to distribute the questionnaires. The researcher provided clear explanations regarding the research objectives, how to fill out the questionnaire, and guaranteed the confidentiality of respondent identities. This process was conducted in stages to ensure optimal conditions for respondents. Data analysis used descriptive and inferential statistical approaches with the help of SPSS version 23.0 for Windows software. The initial analysis stage included normality testing using the Kolmogorov-Smirnov test, linearity testing, and multicollinearity testing to ensure basic analysis assumptions were met. Descriptive analysis was used to describe respondent characteristics and data distribution for each variable. Inferential analysis used multiple linear regression to test the simultaneous and partial effects of independent variables on the dependent variable. Pearson correlation test was used to analyze relationships between variables, while F-test and t-test were used to test the significance of effects with a significance level of 0.05.

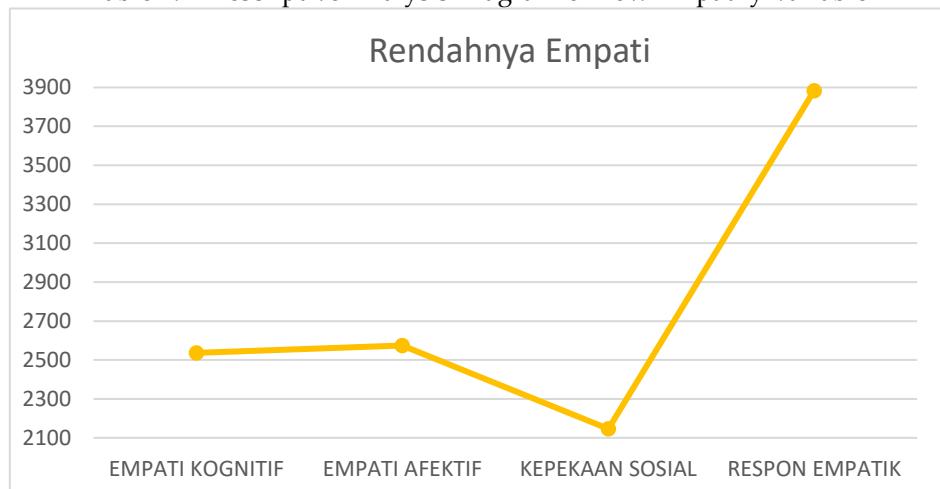
## FINDINGS AND DISCUSSION

Before conducting simple and multiple regression analysis, there are prerequisite tests that must be fulfilled, including the following:

1. Descriptive Analysis

a. Low Empathy

Table 1.1 Descriptive Analysis Diagram of Low Empathy Variable



Low Empathy is one of the psychological aspects that significantly influences a person's tendency to engage in bullying behavior, especially among junior high school (SMP) students. Empathy itself is a person's ability to understand the feelings, thoughts, and emotional conditions of others, and respond to them with appropriate care. When a student has a low level of empathy, they tend to be less able to feel the suffering or discomfort experienced by their peers, so behavior that hurts or demeans others is not considered wrong or hurtful. Low Empathy has 4 main aspects: Cognitive Empathy, Affective Empathy, Social Sensitivity, and finally Empathic Response.

Low empathy in students is influenced by various complex factors that interact with each other. In line with research showing that empathy is an important factor that must be possessed by every individual and plays a role in various areas of life such as business, education, and even romantic feelings toward the opposite sex (Yanti, 2024). Factors that influence students' low empathy include aspects of cognitive development, social environment, and educational experiences that are less supportive of developing students' social-emotional skills. The development of empathy in students is closely related to their cognitive and emotional developmental stages. Students who have limitations in cognitive aspects tend to experience difficulties in understanding other people's perspectives, while those who have limitations in affective aspects experience difficulties in feeling and responding to other people's emotions appropriately.

Students' low empathy has serious effects on their behavior and social interactions. Students who are categorized as having low empathy tend to exhibit many negative behaviors and violence at school. Empathy serves as a protective factor in preventing aggressive and antisocial behavior. Students with low empathy tend to show less cooperative behavior, have difficulty working together in groups, and are less responsive to their peers' needs. Low empathy can be seen in various forms of behavior, such as lack of concern for friends' difficulties, inability to understand the impact of their actions on others, and tendency to ignore prevailing social norms. According to Yaqin, (2021) lack of helping behavior when friends need assistance, lack of teacher attention to students, and disturbing friends during the learning process are categorized as students' low empathy.

The development of student empathy requires a comprehensive approach that involves various aspects of social and emotional learning. Students who have high empathy are able to understand, respect, and put themselves in the position of others who may come from different backgrounds or cultures from them. Empathy development strategies can be implemented through various learning methods that encourage students to understand and feel other people's experiences.

The implementation of social and emotional learning in the education system becomes a key factor in increasing student empathy. Teachers need to integrate activities that encourage students to interact positively, share experiences, and understand different perspectives. This approach not only enhances students' empathy abilities, but also contributes to creating a more inclusive and supportive learning environment.

b. Low Social Skills

Tabel 1.2 Descriptive Analysis Diagram of Low Social Skills Variable



Social skills are an individual's ability to interact and communicate with others in daily life, which includes verbal and non-verbal communication, cooperation, assertiveness, responsibility, and self-control. In the educational context, junior high school students' social skills become a very important aspect because during adolescence, one of the developmental tasks that must be mastered is the ability to communicate and interact with the surrounding environment. Low social skills in junior high school students can be a significant factor in influencing bullying behavior, Religiosity.

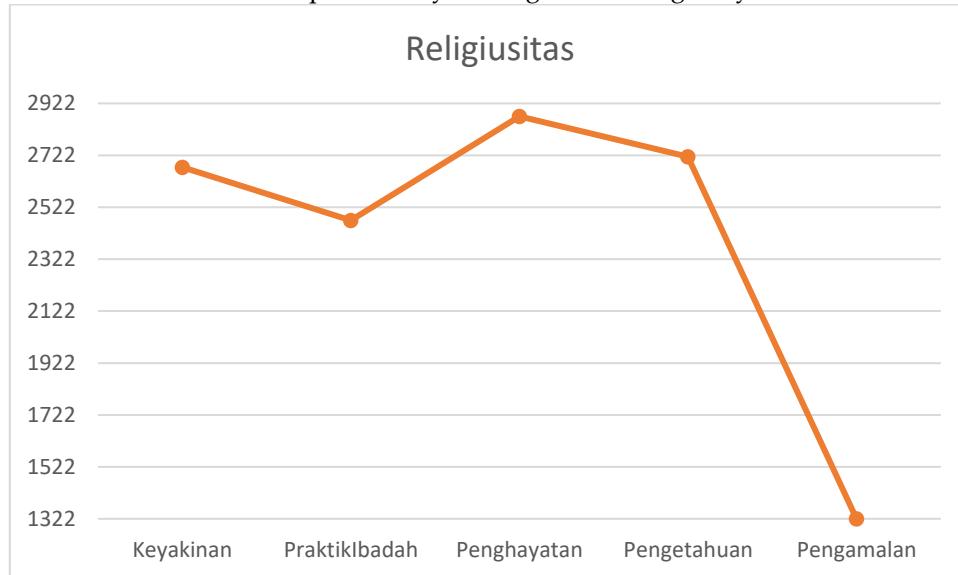
Based on the diagram results above, it can be seen that there is significant variation in students' social skills levels across various dimensions. The cooperation dimension shows the highest score with a value of 2499, followed by assertiveness with a value of 2489, then responsibility with a value of 2488, communication 2199, and finally self-control has the lowest score of 1299. This pattern shows that students experience the greatest difficulties in aspects of self-control and communication, while they demonstrate relatively better abilities in cooperation and assertiveness.

This research shows that social skills correlate positively with students' academic achievement, emphasizing the importance of nurturing these skills in educational environments (Gul, 2023). Students who have low social skills, particularly in aspects of self-control and communication, tend to experience difficulties in interacting with peers and group work, which can negatively impact their classroom work and grades. As explained in Haneef's research Haneef, (2024) "students who lack social skills may experience difficulties interacting with peers and group work partners, which can negatively impact their classroom work and grades".

Based on data analysis showing low scores in communication and self-control dimensions, several factors that influence the development of social skills in students can be observed. Social skills are critical behaviors that enable students to effectively navigate their social lives in daily life. Low communication abilities can result in students having difficulty expressing feelings, attitudes, and desires in interpersonal contexts, while low self-control

can hinder students' ability to regulate their emotions and behavior. This research has important implications for the education system. The need to integrate social skills development programs into the curriculum becomes very important, especially considering the negative impacts that can occur if these skills are not properly developed by students.

Table 1.3 Descriptive Analysis Diagram of Religiosity Variable



Religiosity plays a very significant role in shaping adolescent behavior, including in the context of preventing bullying behavior among junior high school students. Religiosity can be defined as the quality of a person's obedience or adherence to the religious teachings they follow, which includes dimensions of belief, worship practices, religious experience, religious knowledge, and implementation in daily life. Based on data analysis obtained from the religiosity diagram of junior high school students, it can be seen that students' religiosity levels experience significant changes across various measurement dimensions. The belief dimension shows the highest score at 2722, indicating that the aspect of faith in religious teachings remains a strong foundation in students' religious lives. This is in line with Hani'ah's research Hani'ah, (2025) which shows that religiosity has a significant influence on students' academic achievement, where the belief aspect becomes the most dominant dimension in shaping students' religious character.

This finding is supported by research conducted at SMP Negeri 1 Adipala where before the teaching and learning activities (KBM) began, students were accustomed to starting with prayer together, but there were still students who did not participate and played by themselves, were noisy in class, skipped class during teaching and learning activities, littered the classroom, fought or behaved inappropriately toward their friends (Kristiyowati & Afifi, 2021). This phenomenon shows that even though students have strong beliefs, implementation in the form of worship practices still faces obstacles.

The spiritual appreciation dimension shows an increase in value from the previous dimension with a score of 2922, becoming the highest value in the diagram. This indicates that junior high school students have good ability in feeling and appreciating spiritual values in their daily lives.

The religious knowledge dimension experienced a decrease in score with an obtained score of 2722, which is relatively similar to the belief dimension. This indicates that the theoretical understanding dimension regarding religious teachings among students still requires strengthening through more comprehensive religious education programs. This finding aligns with research at SMP BPPI Bojong which shows the need for a Habituation Program that emphasizes the formation of students' religiosity through various routine

activities. Religiosity in this program encompasses aspects of faith, piety, and noble character that are manifested through activities such as collective prayer before and after learning, congregational prayer, and religious studies (Permana et al., 2025).

The practice dimension shows the most significant decrease with a score of 1322, indicating that there is a large gap between theoretical and practical aspects in students' daily religious life. The low score on this practice dimension shows that students still experience difficulties in applying religious values in daily behavior and social interactions.

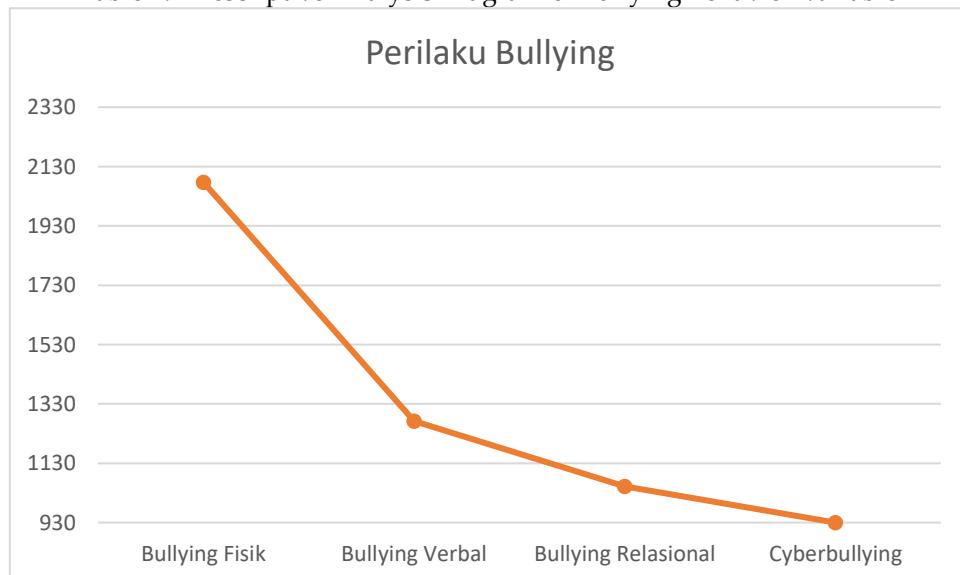
This research shows a consistent pattern with the theory of religiosity development in adolescents. The high scores on the belief and spiritual appreciation dimensions indicate that junior high school students are in a stage of religiosity development that still focuses on internal and emotional aspects. This shows that "religiosity with dimensions of religious belief, religious practice or behavior, and also religious experience" are aspects that develop gradually in students.

The low score on the practice dimension can be explained through several factors. First, the cognitive development stage of students who are still in the process of transitioning from concrete to abstract thinking, causing difficulties in applying abstract religious concepts into concrete behavior. Second, the influence of social environment and peer groups that becomes increasingly strong during adolescence can affect the consistency of students' religious behavior.

The practical implications of this research are the need to develop more comprehensive and holistic religious education programs. These programs must be able to bridge the gap between cognitive and behavioral aspects through more experiential and contextual approaches. Additionally, the involvement of families and communities in supporting the implementation of religious values in students' daily lives becomes very important.

c. Bullying Behavior

Table 1.4 Descriptive Analysis Diagram of Bullying Behavior Variable



Based on the diagram above, it can be seen that bullying behavior among junior high school students shows significant values based on its type. Physical bullying shows the highest number with a value of 2130, followed by verbal bullying with a value of 1270, relational bullying with a value of 1050, and cyberbullying with the lowest value of 930. This research indicates that physical bullying remains the most dominant form of bullying among junior high school students, with a fairly significant difference compared to other forms of bullying. The declining pattern seen in the diagram shows that the more advanced the form

of bullying (such as cyberbullying), the lower its prevalence, although it remains a serious concern in the educational context.

Physical bullying in the results of this research aligns with recent findings showing that physical forms of bullying behavior include "holding friends' shoulders, hitting and stepping on feet" (Gea et al., 2024). The high rate of physical bullying can be explained through developmental characteristics in early adolescence that tend to express conflict through direct physical actions. Physical bullying has more visible and immediately felt impacts on victims, making it easier to identify compared to other forms of bullying. Physical bullying often becomes a manifestation of students' inability to manage emotions and resolve conflicts constructively, which ultimately leads to physical violence where physical strength is often viewed as a symbol of dominance and power.

Verbal bullying occupies the second position with quite high numbers, showing that verbal aggression remains a primary choice in bullying behavior. Forms of verbal bullying behavior such as mocking friends with other names, belittling, mocking by insulting others' physical appearance (body shaming) - these behaviors still frequently occur among junior high school students to this day. Verbal bullying is often considered a "mild" form of bullying behavior by perpetrators, when in fact its psychological impact can be very damaging to victims. For example, the body shaming phenomenon shows that verbal bullying has evolved following social media trends and developing beauty standards. The high rate of verbal bullying also indicates problems in students' communication abilities and empathy, where they prefer to belittle others as a way to improve their social status.

Relational bullying shows quite significant numbers with a score of 1050, reflecting the complexity of social relationships among junior high school students. Relational bullying includes actions that systematically weaken the victim's self-esteem through neglect, exclusion, ostracism, or avoidance. Relational bullying is often more difficult to recognize because it does not leave visible physical traces, but its impact on victims' mental health can be very damaging. This phenomenon shows that junior high school students have developed the ability to manipulate social relationships as a tool to hurt others. Systematic social exclusion can cause victims to experience isolation, depression, and significant decline in self-confidence. The high rate of relational bullying also indicates problems in the formation of empathy character and humanitarian values in the school environment.

Cyberbullying, although showing the lowest numbers with a score of 930, will still remain a serious concern given the increasingly massive technology penetration among adolescents. Recent research found by Gea et al., (2024) shows that "out of 3,077 junior and senior high school students, 45.35% of students became victims and 38.41% perpetrators of cyberbullying". Cyberbullying has unique characteristics because it can occur 24 hours a day and has wide reach through digital platforms. The impact of cyberbullying can also be permanent because digital content can be stored and spread without time limits. The low rate of cyberbullying in this research may also be caused by difficulties in identifying and reporting cases that occur in cyberspace, as well as lack of awareness among teachers and parents regarding students' digital activities.

The results of this research show that physical and verbal forms of bullying still dominate compared to relational bullying and cyberbullying. This research implies that bullying prevention and intervention approaches need to be prioritized on forms of bullying that have high prevalence, without neglecting other forms of bullying. Theoretically, these results support social learning theory which states that aggressive behavior is learned through observation and imitation of aggressive models in the environment. The high rates of physical and verbal bullying show that students still use conventional ways of expressing aggression, which are likely learned from family environment, media, or daily social interactions.

## 2. Normality Test

Normality testing is an important step used to assess whether the data used in research has a normal distribution or not (Isnaini et al., 2025). Normal distribution is a symmetrical distribution where the mean and median are located in the center. If a distribution is described as normal, it means that distribution has certain types of characteristics, for example sine waves, when bent into a histogram (Nuryadi et al, 2017). This research uses SPSS 23.0 for Windows software to test the data to determine whether the data is normally distributed or not. The normality test was conducted using the *Kolmogorov-Smirnov* method. If the significance value is greater than 0.05, then the data is considered to be normally distributed, however, if the significance value is low, the data is considered to be not normally distributed.

Table 2.1 Kolmogorov-Smirnov  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		319
Normal Parameters <sup>a,b</sup>		
Mean		.0000000
Std. Deviation		5,94704796
Most Extreme Differences		
Absolute		.125
Positive		.125
Negative		-.077
Test Statistic		.125
Asymp. Sig. (2-tailed)		.000 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

From the table of normality test results above, it can be concluded that the significance values of variable X (Low Empathy, Low Social Skills, Religiosity) and Y (Bullying Behavior) can be seen in the Asymp. Sig. (2-tailed) column, which is 0.000, where this value is smaller than 0.05. Therefore, it can be concluded that the data used in the research does not have a normal distribution.

## 3. Linearity Test

Linearity testing is a stage that must be passed before testing hypotheses. The purpose of the Linear equality test is to understand the relationship between variables X and Y, whether they are related to each other or not (Nasar et al., 2024). Generally, linearity testing is used as a requirement analysis tool when data analysis is conducted using simple linear regression or multiple linear regression (Widana & Muliani, 2020). The basis for conducting linearity tests is based on the comparison of significance between these variables. If the *sig deviation linearity* value exceeds 0.05, then it can be concluded that there is a linear relationship between the two variables, namely the independent and dependent variables. Conversely, if the *sig deviation linearity* value is less than 0.05, then there is no linear relationship between them.

Table 3.1 Anova

Anova							
			Sum of Squares	df	Mean Square	F	Sig.
Perilaku Bullying* Rendahnya Empati, Keterampilan	Between Groups	(Combined Linearity Deviation from Linearity)	2764,808	29	95,338	2,384	,000
			1177,567	1	1177,567	29,444	,000
			1587,241	28	56,687	1,417	,084
	Within Groups		11557,938	289	39,993		

Sosial, Religiitas	Total		14322,746	318			
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Based on the results of the table above, the linearity test of variables X1, X2, X3 and Y shows a sig deviation linearity value of 0.084, which is greater than 0.05. From these results, it can be concluded that there is a linear relationship between the variables Low Empathy (X1), Social Skills (X2), Religiosity (X3) and Bullying Behavior toward junior high school students (Y)

#### 4. Multicollinearity Test

Table 4.1 Coefficients

Model	Collinearity Statistics		
	Tolerance	VIF	
1	RE	.996	1.004
	KS	.608	1.645
	R	.608	1.645

a. Dependent Variable: Perilaku Bullying

Multicollinearity testing: if the Tolerance value is  $1.000 > 0.1$  and the VIF value is  $1.000$ , then it can be considered to pass the multicollinearity test. The testing was conducted using SPSS 23.0 for Windows software. From the output data results, in the Collinearity Statistics in the Tolerance column, the values are 0.996 for RE, 0.608 for KS and 0.608 for R, and VIF values are 1.004 for RE, 1.645 for KS and 1.645 for R. This shows that all variables analyzed have passed the multicollinearity test.

#### 5. Heteroscedasticity Test

Heteroscedasticity testing aims to examine whether there is inequality of *variance* from residuals between one observation and another in the regression model.

Table 5.1 Coefficients<sup>a</sup>

Model	Unstandardized Coefficients			Beta	t	Sig.
	B	Std. Error				
1	(Constant)	36,606	2,563		14,283	,000
	Low Empathy	-,028	,090	-,022	-,309	,757
	Social Skills	,135	,082	,113	1,652	,100
	Religiosity	-,618	,086	-,512	-7,200	,000

a. Dependent Variable: Bullying Behavior

Based on the table above, it shows that the test results in the *coefficients* table can be understood that the independent variables used to detect the presence or absence of heteroscedasticity symptoms are *Low Empathy* (X1), *Social Skills* (X2), and *Religiosity* (X3). Some of the significance values exceed 0.05, namely in the significance values of Low Empathy and Social Skills, but for Religiosity the significance value is less than 0.05, so in general it can be concluded that there are no significant heteroscedasticity symptoms.

#### 6. Linear Regression Analysis

Linear regression analysis is used to determine how much influence each variable X has on variable Y. This linear regression analysis uses SPSS 23.0 for Windows application. The following are the provisions for making decisions from simple linear regression:

- If the sig value  $< 0.05$ , then variable X has an effect on variable Y.
- And if the sig value  $> 0.05$ , then variable X has no effect on variable Y.

Table 6.1 Coefficients

Model	Unstandardized Coefficients			Beta	t	Sig.
	B	Std. Error				

1	(Constant)	36,606	2,563		14,283	,000
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	Religiosity	-,618	,086	-,512	-7,200	,000

a. Dependent Variable: Bullying Behavior

In the table above it can be seen that there are two out of three variables that do not have a significant effect on the dependent variable (Y), and one variable that has a very significant effect on the dependent variable (Y). It can be seen from the table above that the effect of the low empathy variable on the dependent variable (Y), namely Bullying Behavior (X1) toward junior high school students, is only 0.757, which means its significance value is more than 0.05, so there is no significant effect on the Bullying Behavior variable toward junior high school students. Similarly, the effect of the *social skills* variable (X2) on the dependent variable (Y), namely Bullying Behavior toward junior high school students, is only 0.100, which means it has no effect on variable Y. Also, the effect of the *Religiosity* variable (X3) on the dependent variable (Y), namely Bullying Behavior toward junior high school students, is only 0.000, which means it has a very significant effect on variable Y.

Table 6.2 Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,463 <sup>a</sup>	,215	,207	5,975

Based on the output in the Model Summary table, it is known that the coefficient of determination (R Square) value is 0.215, which shows that 21.5% of the dependent variable (Y) can be explained by the three independent variables, namely Religiosity, Social Skills, and Low Empathy. However, it is known that only the Religiosity variable has a significant effect on variable Y. Meanwhile, the other two variables, namely Social Skills and Low Empathy, do not show a significant effect on variable Y. This shows that in this model, Religiosity becomes the dominant factor that influences variable Y, while the other two variables do not provide meaningful contribution in explaining the dependent variable.

Based on the table above, it shows that the *adjusted R square* value is 0.207. This result shows that 20.7% of the variables in bullying behavior toward junior high school students can be explained by the variables *low empathy*, *social skills* and *religiosity*, while the remaining 79.3% (100% - 20.7%) is explained by other variables not included in this research. After this, it is continued with F-test testing which simultaneously aims to measure the extent to which independent variables as a whole influence the dependent variable. The hypothesis used in this research is:

- $H_0: \beta_{1,2,3} = 0$ ; There is no significant effect between the variables *low empathy*, *social skills* and *religiosity* on bullying behavior of junior high school students simultaneously (simultaneous).
- $H_a: \beta_{1,2,3} \neq 0$ ; There is a significant effect between the variables *low empathy*, *social skills* and *religiosity* on bullying behavior of junior high school students simultaneously (simultaneous).

If the value is less than  $<0.05$  then  $H_a$  is accepted and  $H_0$  is rejected, and if the value is greater than  $>0.05$  then  $H_0$  is accepted and  $H_a$  is rejected.

Table 6.3 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	3075,919	3	1025,306	28,717	,000b
	Residual	11246,827	315	35,704		
	Total	14322,746	318			
a. Dependent Variable: Perilaku Bullying						
b. Predictors: (Constant), Religitas, Keterampilan Sosial, Rendahnya Empati						

From the table above, the conclusion that can be drawn from comparing the sig value with the significance level ( $\alpha$ ) is (0.000), so it can be seen that the sig value  $< \alpha$  (0.000  $< 0.05$ ). Because the sig value  $< \alpha$  has a probability smaller than 0.05, it can be concluded that  $H_a$  is

accepted and  $H_0$  is rejected. This means that the three independent variables, namely *Low Empathy* ( $X_1$ ), *Social Skills* ( $X_2$ ), and *Religiosity* ( $X_3$ ), simultaneously (together) influence the dependent variable, which is Bullying Behavior toward junior high school students ( $Y$ ). The analysis results show that *Low Empathy*, *Social Skills*, and *Religiosity*, simultaneously influence Bullying Behavior toward junior high school students. The next step after knowing the results of the F-test output is to continue searching for the t-test.

Table 6.4 Output T-Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	36,606	2,563		14,283	,000
	Low Empathy	-,028	,090	-,022	-,309	,757
	Social Skills	,135	,082	,113	1,652	,100
	Religiosity	-,618	,086	-,512	-7,200	,000

a. Dependent Variable: Bullying Behavior

The t-test aims to determine the extent to which each independent variable individually (partially) influences the dependent variable. From the results obtained from the data output above, the sig value for *Low Empathy* ( $X_1$ ) with the significance level, namely  $\text{sig} = 0.757 > 0.05$ , it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected. This means that the regression coefficient of the *low empathy* variable ( $X_1$ ) partially (individually) does not influence the Bullying Behavior of junior high school students. Then, based on the results obtained from the data output above, the sig value for *Social Skills* ( $X_2$ ) with the significance level, namely  $\text{sig} = 0.100 > 0.05$ , it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected. This means that the regression coefficient of the *social skills* variable ( $X_2$ ) partially (individually) does not influence the Bullying Behavior of junior high school students. And lastly, from the output data results obtained from the data above, the sig value for *Religiosity* ( $X_3$ ) with the significance level, namely  $\text{sig} = 0.000 < 0.05$ , it can be concluded that  $H_a$  is accepted and  $H_0$  is rejected. This means that the regression coefficient of the *Religiosity* variable ( $X_3$ ) partially (individually) influences the Bullying Behavior of junior high school students.

## 7. Multiple linear regression analysis

Table 7.1 Multiple Linear Regression Output

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	36,606	2,563		14,283	,000
	Low Empathy	-,028	,090	-,022	-,309	,757
	Social Skills	,135	,082	,113	1,652	,100
	Religiosity	-,618	,086	-,512	-7,200	,000

a. Dependent Variable: Bullying Behavior

Multiple regression analysis was chosen as a statistical analysis tool because this research aims to investigate the influence of several independent variables on the dependent variable. Considering that this research involves more than one variable. Based on the calculation results using SPSS 23 software application above, the results from the multiple linear regression output table can be concluded that the variable that most dominantly influences the quality of Bullying Behavior toward junior high school students is the *religiosity* variable, because the *religiosity* variable is included in the category of variables that have significance together with other variables, however the beta value (coefficient) on the *religiosity* variable is the beta value (coefficient) that is farthest from 0, compared to the beta values (coefficients) on other variables, with a value of -0.618 or 61.8%. Therefore, it can be concluded that the variable that most dominantly influences bullying behavior toward junior high school students is the *religiosity* variable. Therefore, Junior High Schools need to improve the instillation of spirituality in male and female students through activities that can add, strengthen, and shape students' spirituality levels to increase, such as religious activities like holding religious studies, worship,

and discussions about Islamic values to help students understand and develop positive values in their lives.

## DISCUSSION

Bullying behavior is one of the serious problems that often occurs in educational environments that can disrupt students' psychosocial development. This article analyzes three main factors suspected to influence bullying behavior in junior high school (SMP) students, namely low empathy, low social skills, and the level of religiosity toward SMP students. This article uses a quantitative approach with multiple linear regression analysis. This research shows that among the three variables, only religiosity has a significant partial influence on bullying behavior, while simultaneously all three have a significant influence.

Low empathy is a psychological aspect that is closely related to an individual's ability to understand, feel, and respond to the emotional conditions of others. Low empathy in junior high school students tends to cause behavior that hurts peers to be considered not as a mistake, but as something that happens frequently. This research shows that students with low empathy have a tendency to commit aggressive acts without considering the impact on victims. Empathy consists of several important aspects, namely cognitive empathy, affective empathy, social sensitivity, and empathic response (Yanti, 2024). However, the statistical test results through SPSS 23.0 for Windows software show that low empathy does not have a significant effect on bullying behavior partially. Although empathy plays an important role in the formation of prosocial behavior in students, its direct influence on bullying may be mediated by other factors such as family environment or peer group dynamics.

Social skills of junior high school students also become an important indicator in this research. Social skills include the ability to communicate, cooperate, be assertive, be responsible, and control oneself in social situations. Descriptive analysis results show that self-control and communication are the lowest aspects possessed by students. Deficiencies in these skills cause students to have difficulty building healthy interpersonal relationships, making them prone to committing deviant acts such as bullying. In line with these findings, Gul, (2023) dan Haneef, (2024) In his research, he found that students with low social skills have difficulty forming healthy relationships with their peers and are more likely to engage in conflict or verbal aggression. However, as with empathy, social skills in this study did not have a significant partial effect on bullying behaviour. It is likely that low social skills function as an indirect risk factor that must be examined in a more complex context, including interactions with environmental variables such as family support and school climate.

Religiosity is the most dominant variable in this study. Religiosity is defined as the level of an individual's adherence to and appreciation of their religious teachings, which includes the dimensions of belief, worship practices, spiritual appreciation, religious knowledge, and application in daily life. Based on the results of the regression analysis, religiosity has a significant partial effect on bullying behaviour, contributing 61.8%. This indicates that the higher a student's religiosity, the lower their tendency to engage in bullying behaviour. This aligns with previous research Permana et al., (2025) dan Hani'ah, (2025) which states that strengthening religious values, such as through regular religious activities, can increase prosocial behaviour and reduce deviant behaviour among adolescents. Interestingly, the highest dimension of religiosity in this study was spiritual appreciation, while the dimension of practice showed the lowest score. This means that although students understand and believe in religious values, the application of these values in daily life is still not optimal.

Overall, the results of this study have made a significant contribution to understanding the factors that influence bullying behaviour among junior high school students. Although low empathy and poor social skills did not have a significant effect in this study, this does not mean that they can

be ignored. Rather, further research is needed to explore the mediating or moderating roles of other variables, such as self-esteem, peer influence, or parental involvement. On the other hand, the finding that religiosity has the most dominant influence reinforces the argument that comprehensive spiritual education should be an integral component of the national education system.

## CONCLUSION

This study confirms that bullying behaviour among junior high school students is simultaneously influenced by three main variables, namely empathy level, social skills, and religiosity. Findings from regression analysis indicate that religiosity is the most dominant variable in reducing bullying tendencies, with the highest beta coefficient. Although empathy and social skills are not statistically significant when considered individually, they collectively contribute to the predictive model of bullying behaviour. Theoretically, these results reinforce the view that deviant behaviour in adolescents is not only related to internal factors such as empathy but is also greatly influenced by spiritual dimensions and ingrained religious values.

The contribution of this study lies in the integration of psychosocial and religious approaches in understanding bullying, which have often been studied separately. Practically, schools need to develop contextually relevant bullying prevention programmes based on religiosity, as well as strengthen character education through structured development of empathy and social skills. Further research is recommended to explore other mediating or moderating factors, such as social support or school climate, to expand understanding of the dynamics of bullying behaviour among adolescents.

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