



Holistic Approaches to Bullying Prevention: The Mediating Role of School Well-Being, Self-Management, and Empathy

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Article Information

Abstract

Keywords:

School Well-Being,
Self-Management,
Empathy,
Bullying Behavior.

This research aims to examine the influence of self-management and empathy on the tendency of bullying behavior among teenage students through the mediating role of the school well-being variable for students in the three largest Islamic boarding schools in Jember Regency, East Survey Province. This research is a non-experimental quantitative research with a survey design. A total of 160 randomly selected students participated in this survey research. The data that has been collected is then analyzed using the WARP PLS 7 application and the IBM Statistical Package for Social Science (SPSS) version 23 application. The analysis results using WARP PLS 7. Found values that show that: 1) self-management influences the sixth tendency of bullying through school. Well-Being is 13.5%. This result means that the higher the student's self-control, demonstrated by the ability to control their emotions when teased by friends, the better the social relations between students, teachers, and school employees, which will impact their behavior in avoiding the use of bad words. Put down friends you do not like. 2) empathy influences the tendency for bullying behavior through School Well Being by 23.8%. This result means that the higher the perspective shown by the attitude of trying to see a problem from another person's point of view, the better the social relations between students and teachers and school employees so that it has an impact on behavior to avoid using bad words to demean friends who are not liked.

Kata kunci:

School Well Being,
Self Management,
Empati,
Kecenderungan Perilaku
Perundungan.

Abstrak

Penelitian ini bertujuan untuk menguji pengaruh self management dan empati terhadap kecenderungan perilaku perundungan santri usia remaja melalui peran mediasi variabel school well being santri tiga pondok pesantren terbesar di Kabupaten Jember, Provinsi Jawa Timur. Penelitian ini merupakan penelitian kuantitatif non-eksperimen dengan rancangan survei. Sebanyak 160 santri dipilih secara random sampling ikut serta dalam penelitian survei ini. Data yang telah dikumpulkan kemudian dianalisis menggunakan aplikasi WARP PLS 7 dan aplikasi IBM Statistical Package for Social Science (SPSS) versi 23. Hasil dari analisis menggunakan WARP PLS 7. Ditemukan nilai yang menunjukkan bahwa : 1) self management berpengaruh terhadap kecenderungan keenam perundungan melalui School Well Being sebesar 13,5%, Artinya semakin tinggi pengendalian diri santri yang ditunjukkan dengan kemampuan mengontrol emosi jika diejek oleh teman, maka semakin baik juga hubungan social antara siswa dengan guru

maupun pegawai sekolah sehingga berdampak pada perilaku menghindari penggunaan kata-kata buruk untuk merendahkan teman yang tidak disukai. 2) empati berpengaruh terhadap kecenderungan perilaku perundungan melalui School Well Being sebesar 23,8%., Artinya semakin tinggi perspective taking yang ditunjukkan dengan sikap berusaha untuk melihat suatu permasalahan dari sudut pandang orang lain, maka semakin baik juga hubungan social antara siswa dengan guru maupun pegawai sekolah, sehingga berdampak pada perilaku menghindari penggunaan kata-kata buruk untuk merendahkan teman yang tidak disukai.

INTRODUCTION

Bullying cases are a severe concern for children's education in Indonesia. Based on a survey conducted by Latitude News in 40 countries in 2022 shows that there are five countries with the highest cases of bullying the first are Japan, Indonesia, Canada, and the United States, and in fifth position is Finland (UNICEF, 2022). The Indonesian Child Protection Commission (KPAI) 2022 received 161 complaints about bullying in the educational environment, amounting to 22.4%, with the Eareast Java region having the highest bullying cases at 59.8% (Annisa, Aprilianto, Suhandani, & Jayanti, 2022). KPAI recorded that the most cases occurred in Surabaya, 97 cases. Followed by Tulung Agung 20 cases, Sidoarjo-Mojokerto 16 cases, Gresik Lamongan 11 cases, Jombang 10 cases, Sumenep 9 cases, Lumajang-Malang Probolinggo-Pasuruan 8 cases, Bojonegoro-Bondowoso 7 cases, Jember 16 cases-Blitar-Kediri 19 cases, and Bangkalan 5 cases (Khairy, Mahmoud, & Abd-El-Hafeez, 2021; Smith et al., 2023; Utomo, 2022).

Bullying among students with the highest prevalence of bullying is 60.22% (elementary school students), 12.36% (middle school students), 6.80% (high school students) and 5.26% (university students) (Smith et al., 2023). According to Hayley's 2022 research at the elementary school level in Jember City, it was found that 40% of cases of bullying among elementary school children were verbal, 30% physical, and the remaining 30% psychological (Moore, Sayal, Williams, & Townsend, 2022). Bullying is an activity that continuously hurts other people, whether carried out individually or in groups (Dietrich, Jurkowski, Schwarzer, & Zimmermann, 2023; Källmén & Hallgren, 2021). Victims of bullying tend to suffer from both psychological and physical disorders and feel like they cannot do anything, and children who bully usually have declining achievements (Simpson, Wepa, Vernon, Briley, & Steen, 2023). Claire stated that the impact of bullying in childhood can be remembered for life, both for those who are bullied and for the perpetrators of the bullying (Bork-Hüffer, Mahlknecht, & Kaufmann, 2021; Garandeau, Turunen, Saarento-Zaprudin, & Salmivalli, 2023).

Bullying behavior, according to Coloroso (2007), is 1) Physical bullying, 2) Verbal bullying, 3) Relational bullying, and 4) Cyberbullying (Barbara Coloroso, 2015). There are several previous studies on several variables that can measure bullying behavior, including Salavera's research (2021) suggests that the higher the empathy ability, the lower the individual's bullying behavior (O'Higgins Norman, 2020; Salavera, Usán, Teruel, Urbón, & Murillo, 2021), in line with research by Zich, which concluded that adolescents have a consistent correlation between aggression and bullying from the role of affective empathy (Rigby, 2020; Zych, Ttofi, & Farrington, 2019). Sergio's research suggests that the relationship between empathy and bullying differs for men and women. Men's intention to bully is more

significant than women's at 26.9% and women's at 14.8% (Useche, Valle-Escolano, Valle, & Colomer-Pérez, 2023).

Baron, Byrne, and Branscome (2009) stated that empathy is the potential that aims to understand the feelings and emotional conditions of other individuals, have a feeling of sympathy, and try to help solve other individuals' problems (Baron & Geary, 2009). The empathy indicators are the cognitive component in the form of Perspective Taking (PT) and Fantasy (F), while the affective component is Emphatic Concern (EC) and Personal Distress (Kann et al., 2023).

Another variable that can measure tendencies toward bullying behavior, according to Meyerhoff, Jonah's (2023) research results, is the self-management variable that can overcome changes in student behavior from student independence so that it can provide strengthening self-control to avoid tendencies toward bullying behavior (Meyerhoff, Beltzer, & Popowski, 2023; Stingeni et al., 2021). This is confirmed by research by Helmalia (2021) that the self-management approach is effective in helping students change behavior and develop positive behavior by observing themselves in their thoughts, feelings, and actions as well as their interactions with events in their environment (Helmalia & Asyah, 2021). Ryan (2000) suggests aspects of self-management, namely 1) self-planning, 2) self-organization, 3) self-leadership, and 4) self-control (Fasya, Darmayanti, & Arsyad, 2023; Ringdal, Espnes, Eilertsen, BjØrnsen, & Moksnes, 2020; Ryan & Sawin, 2009).

Apart from empathy and self-management, there are also school well-being factors that influence the emergence of bullying behavior and are mediator variables, as in Nina Liche's research that there is a significant negative influence between bullying and school well-being in high school students in Jakarta. In other words, the more often students experience bullying, the more negative the student's assessment of their school will be in fulfilling the aspects of having, loving, and being (Astuti & Djuwita, 2019; Yosep, Hikmat, Mardhiyah, Hazmi, & Hernawaty, 2022). Alwifine well-being as emerging from interactions between students, school satisfaction, and positive and negative influences at school. School satisfaction refers to the cognitive evaluation of students' daily experiences at school (Alwi, Suminar, & Nawangsari, 2020). School well-being is a subjective evaluation of students regarding school conditions, which contains several needs, including school conditions (having), social relationships (loving), self-fulfillment (being), and health status (health status) in school (Cook, Ogden, & Winstone, 2020; Diener, 1984).

Researchers determined Islamic boarding schools in Jember Regency as the research locus based on the results of research conducted by Wahyuni; the results showed that bullying cases were more prone to occur in boarding schools or Islamic boarding schools because the students had 24 hours together, making it more accessible—perpetrators of carrying out acts of bullying in boarding schools (Aziz, Nasution, Lubis, Suhardi, & Harahap, 2024; Hanafi et al., 2021; Wahyuni & Ernawati, 2022). Islamic boarding school life, which is created through quite intense collective communication and relationships, is very likely to give rise to conflict when there is no integrated supervision and guidance. Apart from that, several Islamic boarding schools in Jember Regency do not separate students based on education level or student age, so in one Islamic boarding school area, there are students of various ages quite far apart. Such conditions have the potential to give rise to an

attitude of seniority within the Islamic boarding school environment, which ultimately leads to bullying behavior (Yahya, Islam, Kiai, Achmad, & Jember, 2023).

The research gap for this research is to continue and develop research that examines the role of school well-being as an intervening variable on the influence of self-management and empathy on the tendency for bullying behavior of students aged 14-19 years, both directly and indirectly in the scope of boarding education. The research results will strengthen discourse and strategic-tactical recommendations in minimizing bullying behavior through a conducive school environment (school well-being), self-management skills, and strengthening empathy.

RESEARCH METHODS

This research uses a quantitative type with a comparative causal approach (Davison & Smith, 2018) to identify the causal relationship between self-management and empathy as independent variables, tendencies towards bullying behavior as the dependent variable, and school as an intervening variable. This research was carried out from July to September 2023.

The population in this research is an Islamic boarding school in Jember City, namely the Nurul Qarnain Sukowono Islamic Boarding School, with a population of 858 students. Second is the Assuniah Kencong Islamic Boarding School, with a population of 839 students. The third population is the AL-Qadiri Gebang Patrang Islamic Boarding School, with a population of 752 students. The total population was 2249 students using random proportional sampling techniques.

Determining the number of samples, in Hair's opinion, using the SEM WARP-PLS method is effective for several 50-200 respondents or is determined by looking at the number of indicators multiplied by 5-10 samples per parameter (Hair, Ringle, & Sarstedt, 2011). In this research, there are 4 constructs with 16 indicators. Researchers set a value of 10×16 , resulting in 160 respondents. So, the distribution of respondents in each Islamic boarding school is as follows:

Table 1. Sample Size in Each Sub-Population.

No	Name of the Islamic Boarding School	Number of Students	Calculation	Number of Samples
1	Nurul Qarnain Sukowono Islamic Boarding School	858	858: 2449 X 160	56
2	Assuniah Kencong Islamic Boarding School	839	839: 2449 X 160	55
3	AL-Qadiri Gebang Patrang Islamic Boarding School	752	752: 2449 X 160	49
		2249		160

Secondary Data Source processed, 2023

Data collection in this research was a questionnaire with a Likert scale (Richard P. Bagozzi, 2017). The distribution of the questionnaires was carried out by the research team themselves with the assistance of several students at the research location. A valid or complete questionnaire can be processed further to the data analysis stage.

Questionnaire data filled out by respondents were tabulated and processed using the Excel program to obtain an overview of respondents and descriptions of research variables (Mohamad, Sulaiman, Sern, & Salleh, 2015). To describe the mean value of each instrument item, criteria are used with class intervals obtained from the calculation results: (the highest answer score - lowest answer score). Number of categories

Thus the criteria for describing the mean value obtained by each instrument can be arranged as follows (Kelley-Quon, 2018):

Table 2. Descriptive analysis scores

Value	Statement Category
4,2 - 5,0	Strongly agree
3,4 - 4,1	Agree
2,6 - 3,3	Doubtful
1,8 - 2,5	Do not agree
1,0 - 1,7	Strongly Disagree

Next, it was analyzed using WarpPLS 7.2 software through two stages of analysis, namely the inner model and the outer model. The Measurement Model (Outer Model) includes convergent and discriminant validity of the indicators and composite reliability for block indicators (Edeh, Lo, & Khojasteh, 2022). Convergent validity is assessed from the output loading factor between 0.6 - 0.7, which is still acceptable for exploratory research. Composite reliability can be seen in the WARPPLS output (view latent variable coefficients). In the latent variable coefficients view, two criteria are the Composite reliability value and Cronbach's alpha, which must be greater than 0.7 (Taguchi, 2018).

The inner structural model is assessed using the R-square or Adjusted R2 value (recommended R-square or Adjusted R2 value ≤ 0.70 indicates a robust model, ≤ 0.45 indicates a moderate model, and ≤ 0.24 indicates a weak model). The final stage is hypothesis testing carried out using a t-test; if a p-value ≤ 0.05 (alpha 5%) or a maximum p-value < 0.1 (alpha 10%) is obtained, then it can be concluded that it is significant (Hair et al., 2011).

RESULTS AND DISCUSSION

Results

A description of respondents' answers to each statement item can be displayed below:

Descriptive Analysis of Variables

Description of the Self-Management Variable

The Self-management variable consists of four indicators, namely: 1) self-planning, 2) self-organization, 3) self-leadership and 4) self-control.

Table 3. Results of Descriptive Analysis of Self-management Variables

No	Statement	Mean Value
	self-planning	
1	do planning first before deciding on an action	4,42
2	think about the good and bad first of a decision that will be	4,25

	taken	
	<i>The total number of self-planning indicators</i>	4,33
	self-organization	
3	divide time between studying and playing	4,52
4	separates group interests from personal interests	4,32
	<i>The total number of self-organization indicators</i>	4,42
	Self-leadership	
5	good at communicating well in a group	4,49
6	Direct yourself and your friends to work as well as possible	4,58
	<i>The total mean of self-leadership indicators</i>	4,53
	self-control	
7	able to control emotions if teased by friends	4,66
8	able to reconcile friends when there is a difference of opinion	4,44
	<i>The total mean of self-control indicators</i>	4,55
	Total Mean Value of the Self-Management Variable	4,43

Source: Primary data processed, 2023

Based on Table 3, the average self-management variable is 4.43. These results mean that respondents strongly agree that self-management is formed by 1) self-control, 2) self-leadership, 3) self-organization, and 4) self-planning. The results of the self-management variable description show that the self-control indicator is the leading indicator capable of measuring self-management, with the highest mean value of 4.55. This shows that respondents agree that the main thing in self-control is being able to control emotions when teased by friends, with a mean value of 4.66.

Description of the school well-being Variable

The school well-being variable consists of four indicators, namely: 1) Having (school conditions), 2) Loving (social relationships), 3) Being (students' self-fulfillment), and 4) Health (health status). The results of the description of school well-being for each indicator are presented as follows.

Table 4. Results of Descriptive Analysis of the School Well-Being Variable

No	Statement	Mean Value
	Having (School condition)	
1	The condition of the school's physical environment can make students comfortable in learning.	4,26
2	Conditions of the learning environment can make students comfortable with learning	4,48
	<i>The total number of Having indicators (school conditions)</i>	4,37
	Loving (social relationship)	
3	There is a positive relationship between students teachers and school employees	4,52
4	There is a positive relationship between students and other students	4,50
	<i>The total number of Loving indicators (social relationships)</i>	4,51
	Being (student self-fulfillment)	

5	Schools offer facilities and infrastructure to maximize student potential	4,19
6	Students received awards for their work	4,50
	<i>The total mean indicator of Being (student self-fulfillment)</i>	4,34
	Status Health	
7	Schools implement health education health services and foster a healthy environment	4,10
8	Absence of symptoms of psychological disorders in a specific period	4,07
	<i>The total mean number of Health indicators (Health status)</i>	4,08
	Total Mean Value of the School Well-Being Variable	4,43

Source: Primary data processed, 2023

Based on Table 4, the average for the school well-being variable is 4.33. These results mean that respondents strongly agree that school well-being is formed by 1) loving (social relationships), 2) having (school conditions), 3) being (students' self-fulfillment), and 4) health (health status). The results of the description of the school well-being variable show that the Loving indicator (social relationships), shown by the existence of a positive relationship between students and teachers and school employees, is the leading indicator capable of measuring school well-being with the highest mean value of 4.51.

Description of Bullying Behavior Tendency Variable

The bullying behavior tendency variable consists of four indicators, namely 1) Verbal Bullying, 2) Physical Bullying, 3) Relational Bullying, and 4) Cyberbullying. The results of the description of Bullying Behavior Tendencies for each indicator are presented as follows.

Table 5. Results of Descriptive Analysis of Bullying Behavior Tendency Variables (Y1)

No	Statement	Mean Value
Verbal Bullying		
1	Avoid using bad words to demean friends you do not like	4,58
2	Avoid laughing at friends who make mistakes in front of many people	4,51
	<i>The total number of Verbal Bullying indicators</i>	4,54
Physical Bullying		
3	Avoiding challenges from friends to fight so that they are considered cowardly.	4,19
4	Avoid damaging things belonging to friends you do not like	4,45
	<i>The total number of Physical Bullying indicators</i>	4,32
Relational Bullying		
5	Be friendly even to friends you do not like	4,49
6	Reluctant to tell bad things about friends in front of other friends	4,58
	<i>The total mean of Relational Bullying indicators</i>	4,53
Cyberbullying		
7	Avoid rude comments on social media (WhatsApp, Instagram, Facebook, Twitter, path), even to friends you do not like	4,52

8	Avoid intimidating friends you do not like by telephone	4,32
	<i>The total mean number of Cyberbullying indicators</i>	4,42
	Total Mean Value of the Bullying Behavior Tendency	4,43

Source: Primary data processed, 2023

Based on Table 5, the average variable tendency for bullying behavior is 4.70. These results mean that respondents strongly agree that the tendency for bullying behavior is formed by 1) Verbal Bullying, 2) Relational Bullying, 3) Cyberbullying 4) Physical Bullying. The results of the description of the bullying behavior tendency variable show that the indicator of verbal bullying is shown by avoiding using bad words to demean friends who are not liked, with the highest mean value of 4.58.

WARP-PLS Data Analysis

Measurement Model Testing (outer model)

A research concept and model can only be tested in a relational and causal relationship prediction model if it has gone through the purification and measurement model stages. The measurement model (outer model) is used to test the construct validity and reliability of the instrument. The results of data processing with the WARP PLS application are described as follows:

Validity test

According to Wiyono 2011 (in Lumbanraja 2018:90), validity can be determined by convergent validity (outer model) with a loading factor value of 0.50 to 0.60 which is considered sufficient. In this validity test, researchers used a loading factor of >0.50. The questionnaire has been distributed, and then the questionnaire is processed using WarpPLS 7.2 to produce loading factor values as presented in Table 7:

Table 6. Loading Factor Values

Variable	Item	Value of	
		loadings	Factors
			Description
Self-management (X1)	X1.1	0.725	Valid
	X1.2	0.942	Valid
	X1.3	0.861	Valid
	X1.4	0.797	Valid
	X1.5	0.703	Valid
	X1.6	0.795	Valid
	X1.7	0.662	Valid
	X1.8	0.635	Valid
Empathy (X2)	X2.1	0.725	Valid
	X2.2	0.942	Valid
	X2.3	0.861	Valid
	X2.4	0.797	Valid
	X2.5	0.703	Valid
	X2.6	0.795	Valid
	X2.7	0.662	Valid
	X2.8	0.635	Valid
School Well-Being (Z1)	Z1.1	0.986	Valid
	Z1.2	0.619	Valid

	Z1.3	0.831	Valid
	Z1.4	0.754	Valid
	Z1.5	0.678	Valid
	Z1.6	0.865	Valid
	Z1.7	0.644	Valid
	Z1.8	0.690	Valid
Bullying Behavior Tendency (Y1)	Y1.1	0.792	Valid
	Y1.2	0.683	Valid
	Y1.3	0.629	Valid
	Y1.4	0.852	Valid
	Y1.5	0.752	Valid
	Y1.6	0.730	Valid
	Y1.7	0.642	Valid
	Y1.8	0.792	Valid

Source: data processed with WarpPLS 7

Based on Table 6, all statement items have a value of >0.50 and are declared valid.

Reliability Test

Reliability tests show the consistency and stability of measuring instruments in research. According to Abdillah and Hartono, a construct is reliable if the composite reliability value is >0.60 .

Table 7. Cronbach's Alpha Dan Composite Reliability

No	Variable	Cronbach's alpha	Composite reliability	Status
1	Self Management	0,844	0,877	Reliable
2	Empathy	0,828	0,868	Reliable
3	School Well Being	0,903	0,919	Reliable
4	Bullying Behavior Tendency	0,890	0,913	Reliable

Source: data processed with WarpPLS 7

From Table 7, it is known that all variables can be said to be reliable because Cronbach's alpha value is >0.60 , and the composite reliability value is >0.70 . The smallest Cronbach's alpha value is the Emphaty variable, which is 0.828, and the highest Cronbach's alpha value is the School Well-Being variable, which is 0.903. Meanwhile, for composite reliability, the lowest value is for the Emphaty variable, namely 0.868, and the highest composite reliability value is for the School Well-Being variable, namely 0.919.

Meaning of R^2 and testing of the structural model (inner model)

Structural Model Testing via R^2 Value

The R^2 value measures the level of variation in changes in the independent variable towards the dependent variable. The following is the R^2 value used to assess the influence of the independent variable on the dependent variable:

Table 8. R² value

No	Variable	R ²
1	School Well Being	0,393
2	Bullying Behavior Tendency	0,689

Source: data processed with WarpPLS 7

From this table, it can be seen that the R² value of the School Well-Being variable is 0.393, meaning that the work competency variable can be explained by the self-management and empathy variables of 39.3%. In comparison, the remaining 60.7% can be explained by other variables outside this research.

The R² value of the Bullying Behavior Tendency variable is 0.689, meaning that the student Bullying Behavior Tendency variable can be explained by the self-management, empathy, and school Well-Being variables of 68.9%. In comparison, the remaining 31.1% can be explained by other variables.

Hypothesis test

Hypothesis testing is used to see the significance level (p-value) and the relationship between variables in this research model. It can be seen from the results of the path coefficient estimation. The following is an image of test results using WarpPLS 7.

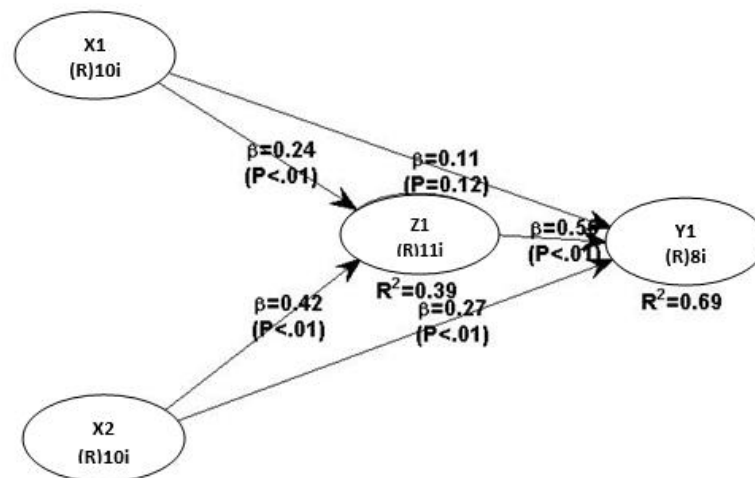


Figure. 1 Testing the Indirect Effect Research Model with WarpPLS 7

Source: data processed with WarpPLS 7

Caption :

- 1) X1: Self Management
- 2) X2: Empathy
- 3) Z1 : School Well Being
- 4) Y1: Tendency to Bullying Behavior

All hypotheses in this research can be determined to be significant or not significant based on the p-value; if the p-value is smaller than 5% (≤ 0.05), then H₀ is rejected, or there is a significant influence, whereas if the p-value is greater than 5% (> 0.05), then H₀ is accepted, or there is an influence that is not significant. Meanwhile, the results of the path coefficient

estimation are to test the strength of influence between variables and determine the strength of the relationship between variables.

Below are presented the results of hypothesis testing based on the WARP PLS model, which has been formed between Self Management (X1), Emphaty (X2), School Well Being (Z1), Bullying Behavior Tendencies (Y1):

Table 9. Path Coefficient Estimation Results (Path Coefficients)

No	Hypothesis	Path Coefficients	P-Value	Description
1	X1 → Y1	0,247	<0,001	Significant
2	X2 → Y1	0,509	<0,001	Significant
3	Z1 → Y1	0,562	<0,001	Significant
4	X1 → Z1	0,240	<0,001	Significant
5	X2 → Z1	0,423	<0,001	Significant
6	X1 → Z1 → Y1	0,135	<0,001	Significant
7	X2 → Z1 → Y1	0,238	<0,001	Significant

Source: data processed with WarpPLS 7

Based on Table 9, the results of the Path Coefficient Estimation test can be explained and conclude the seven hypotheses in this research, as explained below:

Hypothesis 1 tests the influence of self-management (X1) on the tendency for bullying behavior (Y1). The test results show that the p-value is $0.001 < 0.005$ so that a decision can be made: H_a is accepted: self-management (X1) influences the tendency for bullying behavior (Y1). As for the interpretation of Path Coefficients with a value of 0.247, self-management influences the tendency for bullying behavior by 24.7%.

Hypothesis 2 tests the influence of empathy (X2) on the tendency for bullying behavior (Y1). The test results show that the p-value is $0.001 < 0.005$, so a decision can be made: H_a is accepted: empathy (X2) influences the tendency for bullying behavior (Y1). As for the interpretation of Path Coefficients with a value of 0.509, empathy influences the tendency for bullying behavior by 50.9%.

Hypothesis 3 tests the influence of Scholl Well Being (Z1) on the tendency for bullying behavior (Y1). The test results obtained a p-value of $0.001 < 0.005$ so that a decision can be made: H_a is accepted: Scholl Well Being influences the tendency for bullying behavior. As for the interpretation of Path Coefficients with a value of 0.562, School well-being influences the tendency for bullying behavior by 56.2%.

Hypothesis 4 tests the influence of self-management (X1) on Scholl Well Being (Z1). The test results obtained a p-value of $0.001 < 0.005$ so that a decision can be made: H_a is accepted: Self Management affects Scholl Well Being. As for the interpretation of Path Coefficients with a value of 0.240, Self Management influences Scholl Well Being by 24.0%.

Hypothesis 5 tests the effect of empathy (X2) on Scholl Well Being (Z1). The test results show that the p-value is $0.001 < 0.005$, so a decision can be made: H_a is accepted: empathy affects Scholl Well Being. As for the interpretation of Path Coefficients with a value of 0.423, empathy affects Scholl Well Being by 42.3%.

Hypothesis 6 tests the influence of self-management (X1) on the tendency for bullying behavior (Y1) through School Well-Being (Z1). The test results obtained a p-value of $0.001 < 0.005$ so that a decision can be made: H_a is accepted: self-management influences the tendency for bullying behavior through School well-being. As for the interpretation of indirect effects for paths with a value of 0.135, it can be said that self-management influences the tendency for bullying behavior through School well-being by 13.5%, meaning that through School Well Being it can become a mediator variable in influencing the tendency for bullying behavior from self-management.

Hypothesis 7 tests the influence of empathy (X2) on the tendency for bullying behavior (Y1) through School Well-Being (Z1). The test results obtained a p-value of $0.001 < 0.005$ so that a decision can be made: H_a is accepted: self-management influences the tendency for bullying behavior through School well-being. As for the interpretation of indirect effects for paths with a value of 0.238, it can be said that empathy influences the tendency for bullying behavior through School well-being by 23.8%, meaning that through School well-being, it can become a mediator variable in influencing the tendency for bullying behavior from empathy

DISCUSSION

Some of these findings show that there is a significant influence of the mediating role of school well-being on the influence of self-management and empathy on the tendency for bullying behavior in the Islamic boarding school environment to successfully show that education in Islamic boarding schools is successful in carrying out the learning process to strengthen students' self-control so that students can see a problem from another person's perspective and the creation of positive relationships between students and teachers and school employees can shape students' tendencies to avoid using bad words to denigrate friends they do not like. So the findings of this research have succeeded in forming a new model for measuring tendencies in bullying behavior with indicators described by Barbara Coloroso, among others (Barbara Coloroso, 2015); physical bullying, verbal bullying, relational bullying, and cyberbullying in the Islamic boarding school environment through well-being theory which is formed by social relationships, school conditions, being, health (health status) (Diener, 1984; Markkanen, Välimaa, & Kannas, 2021), as well as self-management theory (Ryan & Sawin, 2009) and theory empathy (Baron & Geary, 2009)(Kann et al., 2023) which is formed by indicators of perspective-taking, fantasy, empathic concern, and personal distress

Research findings conclude that self-management influences the tendency for bullying behavior by 24.7%. This means that the higher the student's self-control, shown by the ability to control their emotions when teased by friends, the higher their behavior will be to avoid using bad words to demean friends they do not like. Apart from that, self-management also influences Scholl Well Being by 24.0%. This means that the higher the student's self-control, demonstrated by the ability to control their emotions when teased by friends, the better the social relations between students, teachers, and school employees.

These findings strengthen Helmalia's research results that the self-management approach is effective in helping students change behavior and develop positive behavior (Helmalia & Asyah, 2021; Noboru et al., 2021). Meanwhile, the indicators for measuring self-

management in the Islamic boarding school environment align with the psychological theory of self-management proposed by Ryan and Sawin, namely self-control, self-leadership, self-organization, and self-planning (Ryan & Sawin, 2009).

The school well-being variable based on the test results can provide a mediator role in the influence of self-management on the tendency for bullying behavior by 13.5%, meaning that through School Well-Being, it can become a mediator variable in influencing the tendency for bullying behavior from self-management. This means that the higher the student's self-control, which is shown by the ability to control their emotions if friends tease them, the better the social relations between students, teachers, and school employees, which will have an impact on their behavior, avoiding the use of bad words to demean friends they do not like.

The findings of the second study showed that empathy influenced the tendency for bullying behavior by 50.9%. This means that the higher the perspective shown by the attitude of trying to see a problem from another person's point of view, the higher the behavior of avoiding using bad words to demean friends who are not liked. Apart from that, empathy also influences school well-being by 42.3%. This means that the higher the perspective shown by the attitude of trying to see a problem from another person's point of view, the better the social relations between students, teachers, and school employees.

The finding of a significant influence of empathy on the tendency for bullying behavior in Islamic boarding school environments is in line with the theory proposed by Baron and Geary, which defines empathy as the potential that aims to understand the feelings and emotional conditions of other individuals, have a feeling of sympathy, and try to help solve individual problems the others (Baron & Geary, 2009). The empathy indicators strengthen the dimensions of the theory proposed by Kann, namely that the indicators of empathy in the Islamic boarding school environment are sequential: perspective-taking and fantasy. At the same time, the affective components are empathic concern and personal distress (Kann et al., 2023).

This finding strengthens the research results of Salavera (Salavera et al., 2021), Useche (Useche et al., 2023) and Zych's research (Zych et al., 2019) that the higher the empathy ability, the lower the individual's bullying behavior in line with research that concludes that adolescents have a consistent correlation between aggression and bullying from the role of affective empathy. Research suggests that the relationship between empathy and bullying is different for men and women. Men's intention to bully is more significant than women's at 26.9% and women's at 14.8%.

The school well-being variable based on the test results was able to provide a mediator role in the influence of empathy on the tendency for bullying behavior by 23.8%. This means that the higher the perspective taking, indicated by an attitude of trying to see a problem from another person's perspective, the better it is. Social relations between students, teachers, and school employees impact behavior to avoid using bad words to demean friends who are not liked.

Research findings show that School well-being influences the tendency for bullying behavior by 56.2%. This means that the better the social relations between students, teachers, and school employees, the better the behavior will be, avoiding using bad words to demean friends who are not liked. The findings of this research are in line with the results of Astuti's

research that there is a significant negative influence between bullying and school well-being in high school students in Jakarta. In other words, the more often students experience bullying, the more negative the student's assessment of their school will be in fulfilling the aspects of having, loving, and being (Astuti & Djuwita, 2019).

CONCLUSION

Based on the description of the research results, it can be concluded that: 1) self-management influences the tendency for bullying behavior by 24.7%. 2) empathy influences the tendency for bullying behavior by 50.9%. 3) School well-being influences the tendency for bullying behavior by 56.2%. 4) self-management influences Scholl's Being by 24.0%. 5) empathy influences Scholl's Being by 42.3%. 6) self-management influences the sixth tendency for bullying through School Well Being by 13.5%. This result means that the higher the student's self-control, demonstrated by the ability to control their emotions when teased by friends, the better the social relations between students, teachers, and school staff. So, it impacts behavior to avoid using bad words to demean friends who are not liked. 7) empathy influences the tendency for bullying behavior through School Well Being by 23.8%. This result means that the higher the perspective shown by the attitude of trying to see a problem from another person's point of view, the better the social relations between students and teachers and school employees so that it has an impact on behavior to avoid using bad words to demean friends who are not liked.

Advice to Islamic boarding school managers in Jember Regency is to create a positive environment and relationships between students, teachers, and school employees by setting an example in treating others with positive words and actions. Future researchers should conduct research with an experimental approach to form a culture of mutual respect in the broader scope through the variables of school well-being and self-management.

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