

Religious Education as a Moderator of Social Media's Impact on Cyberbullying and Mental Health

Ghiyatuiddin Muhammad Asfahani¹, Sadam Fajar Shodiq²

Islamic Religious Education Study Program, Faculty of Islamic Religion,
Universitas Muhammadiyah Yogyakarta, Indonesia¹

Islamic Religious Education Study Program, Faculty of Islamic Religion,
Universitas Muhammadiyah Yogyakarta, Indonesia²

E-mail: Arunikanirmala29@gmail.com¹, sadamfajarshodiq@fai.umy.ac.id²

Correspondent Author: Ghiyatuiddin Muhammad Asfahani

Arunikanirmala29@gmail.com

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Abstrack

Social media is one of the innovations in today's technological advances. Various forms of convenience provided by social media make it the largest platform for helping users, including students, to communicate, discuss, or search for information virtually. However, the presence of social media also hurts its users, especially students. Therefore, this study aims to determine the extent to which social media use influences cyberbullying behavior and the mental health of students. And consider the significant role that religious education plays in moderating the use of social media. This study uses quantitative research methods using a Likert scale survey processed with SmartPLS. In this study, 236 students from two junior high schools were selected for sampling. The findings show that social media use has a significant effect on cyberbullying behaviour and students' mental health, while religious education only moderates the impact of social media on mental health. Thus, it is expected that this research will provide insight for parents, teachers, and students on the importance of religious education as a preventive factor in the wise use of social media.

Keywords: social media, cyberbullying, mental health, religious education

Abstrak

Media Sosial merupakan salah satu inovasi dalam kemajuan teknologi saat ini. Berbagai bentuk kemudahan yang diberikan oleh media sosial, menjadikan media sosial sebagai platform terbesar dalam membantu pengguna termasuk mahasiswa untuk berkomunikasi, berdiskusi, atau mencari informasi secara virtual. Namun, kehadiran media sosial juga berdampak buruk bagi penggunaannya, khususnya mahasiswa. Oleh karena itu, penelitian ini bertujuan untuk mengetahui sejauh mana pengaruh penggunaan media sosial terhadap perilaku cyber bullying dan kesehatan mental siswa. Dan lihat, betapa besarnya peran pendidikan agama dalam memoderasi penggunaan media sosial. Penelitian ini menggunakan metode penelitian kuantitatif menggunakan survei skala likert yang diolah dengan Smart-PLS. Dalam penelitian ini, terdapat 236 siswa dari dua SMP yang diambil sampelnya. Temuan menunjukkan bahwa penggunaan media sosial memiliki efek yang signifikan terhadap perilaku cyberbullying dan kesehatan mental siswa, sedangkan pendidikan agama hanya memoderasi efek media sosial terhadap kesehatan mental. Dengan demikian, penelitian ini diharapkan dapat menjadi penambah wawasan bagi orang tua, guru dan siswa untuk menunjukkan pentingnya pendidikan agama sebagai faktor pencegahan dalam pemanfaatan media sosial yang bijak.

Kata kunci: media sosial, cyberbullying, kesehatan mental, pendidikan agama

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INTRODUCTION

Currently, bullying is one of the most common and frequent problems in the school environment. Bullying is an activity of physical or psychological abuse carried out by one or a group of students against others (Martínez-Monteagudo & Delgado, 2023). Over time, with the presence of social media as one of the means that can help students to get information related to learning materials and platforms to communicate virtually, it has brought bullying behavior into a virtual environment, or what is called cyberbullying (Marinoni et al, 2023). Cyberbullying can be defined as a form of bullying carried out by a person or group of people to post or spread negative, false, or malicious content about others online (Yi & Zubiaga, 2023). In addition, cyberbullying can also be interpreted as an act of harassment and persecution of others committed intentionally by using social media as an intermediary (Alhajji, Bass & Dai, 2019). Thus, cyberbullying has almost the same characteristics as bullying in general, which distinguishes that cyberbullying behavior is done virtually while bullying is done directly (Marinoni, Zanetti & Caravita, 2023).

In cyberbullying, it is common for the perpetrator to be unidentified (Tabares, Restrepo & Zapata-Lesmes, 2024). This is what causes cyberbullying behavior to be more dangerous than other forms of bullying (Suraseth & Koraneekij, 2024). Cyberbullying behavior has a greater impact and lasts longer than bullying in general, and the spread of false information or harassment to the victim makes this behavior cause more harmful effects to the victim (Dadvar et al., 2012). Usually, victims of cyberbullying will experience mental disorders such as depression, fear, emotional distress, and feelings of helplessness (Li et al., 2022). A survey conducted by the Cyberbullying Research Center of 5,700 adolescents in the United States showed that 33.8% of respondents had experienced cyberbullying and 11.5% admitted to having cyberbullied others (Chan, Cheung & Lee, 2021). In addition, in 2019, the United Nations Educational, Scientific, and Cultural Organization, or UNESCO, reported that 32% of students worldwide had been victims of bullying or cyberbullying. However, in reality, not only will the victim feel the impact of cyberbullying behavior, but it is proven that both the perpetrator and the victim will experience mental health symptoms (Lam et al., 2022). The above data shows that the action or behavior of cyberbullying is a problem that may be experienced by adolescents during adolescence (Favini et al., 2023).

Several previous studies have shown that the impact of cyberbullying behavior on victims is more prone to experiencing anxiety, easy emotions (Kircaburun et al., 2020), depression, stress, fear, frustration, irritability, difficulty concentrating, suicidal thoughts which all will affect the academic performance of the victims (Martínez-Monteagudo, Martínez-Monteagudo & Delgado, 2023). Other research shows that adolescents who are victims of cyberbullying because of actions taken by their peers have the risk of experiencing mental problems more quickly, such as feelings of loneliness, depression, and suicidal ideation (Maurya et al., 2022). According to data provided by the United Nations International Children's Fund or better known as UNICEF reported that there are 17% of Indonesia's 270.2 million population are adolescents aged 10-19 years which among them are at risk of mental health (Juliansen et al., 2024), according to a report given by the World Health Organization (WHO) the number of people suffering from mental disorders exceeds 450 million people (Zhang et al, 2024). This data is only General data and has not been classified regarding the influence of cyberbullying itself. However, there is one common factor that can cause mental health disorders for users: the use of social media.



Social Media can be defined as a collection of devices that allow users to communicate, share, collaborate (Setiadi, 2016), and also search for information. The definition suggests that social media may serve as a new platform for bullying behavior due to the inherent freedom of use and the absence of age restrictions for users. Other factors also show that social media can affect mental health, such as excessive use of social media (Tyagi & Meena, 2022) and the lack of supervision from parents or adults for users who are minors or adolescents. Several previous studies have found that excessive use of social media has the potential to have adverse effects, such as depression and envy, on its users (Dumford et al., 2023). Other studies have also revealed a relationship between the use of social media and a variety of mental health problems, including anxiety and stress (Xu et al, 2024).

The trend of social media use has been ongoing for a long time; the introduction of Facebook in 2004 served as the primary catalyst for the creation of online platforms designed to enhance social interconnectivity (Sanchez et al., 2020). Long after that, the presence of social media platforms such as TikTok, Instagram, and also Twitter which has now been changed to X (Brailovskaia, 2024) became one of the new avenues for its users to communicate, interact, and access information (Shahzad et al., 2024). In the world of education, the use of social media also has a positive impact in supporting the active involvement of students (Jogezai et al., 2021) and also assists them in finding information related to their learning materials. Apart from the various benefits that social media offers, there are undoubtedly several disadvantages (Abdillah et al., 2024) that social media presents to its users, especially students and teenagers. Experts have identified a relationship between the primary causes of student fatigue in learning, specifically excessive duration of social media use (Zhang et al., 2024).

With the widespread presence of social media as a tool, users should be wise in their use of it, as has been taught in Islamic religious education, where religion plays a crucial role in guiding human life, including the wise use of social media itself. From a spiritual perspective, cultivating mutual respect, compassion for fellow beings, and refraining from hurting others' feelings is the essence of proper socialization. With the cultivation of this trait, a positive social media environment will be created, allowing factors that trigger concerns related to social media use (Kobilke & Markiewitz, 2024) to be avoided. In addition, the application of religious values can also be a shield for someone to avoid cyberbullying behavior and also prevent mental health disorders that make perpetrators or victims more likely to commit hostile acts (Hassan et al, 2023). In other words, Islamic religious education, especially in Indonesia, has a vital role in shaping students' character, which can help them face modern challenges such as cyberbullying.

Given the high trend of social media use in students' daily lives and the lack of previous research that discusses in detail cyberbullying behavior and mental health impacts based on social media use. So the researchers aim to investigate more deeply the influence of social media use on cyberbullying behavior and its effects on student mental health and review the relationship of social media use according to the view of religious education. Therefore, the researcher intends to conduct a study with the title: "Religious education as a moderator of social media's impact on cyberbullying and mental health" in other words, considering the complexity of the influence of social media on the behavior and psychological conditions of adolescents, this study aims to examine the extent to which the use of social media can influence the tendency of cyberbullying behavior and



mental health and also see how much religious education can moderate the relationship between these variables.

Social media is a platform that presents a variety of online spaces where users can interact remotely. Social Media can be defined as an internet-based technology that allows users to interact online, find information, and also discuss (Hurley et al., 2024). Social Media is also known as an internet-based technological advancement, which, in this case, can facilitate various information in real time through the use of mobile devices or computers (Demir, 2024). In its use of social media, it is not only used as a tool to interact, but social media can also be used as a tool for student to find information related to learning (Kolhar et al, 2021), it fosters a caring nature among others, stimulates cognitive ability (Brandao & Fratantoni, 2024), and also increase students' understanding and creativity (Demir, 2024)

However, the use of social media in helping students find information related to their learning also has a negative impact. One of the adverse effects of social media on students is the disruption of psychological development with long-term potential that can affect the mental health of students (Zou et al., 2024). In addition, prolonged use of social media and the internet can increase symptoms of stress and depression in students (Nuryana et al., 2023). Therefore, in its use for teenagers or students, supervision is needed more than parents at home and teachers at school.

Cyberbullying is a bullying behavior that is carried out through digital devices and social media. Cyberbullying can be defined as a form of bullying or intimidation carried out through online devices that a person or group of people may carry out by sending or sharing harmful content to others (Kaiser et al, 2020). Facebook, Instagram, Twitter, and other social media platforms (Zhao *et al.*, 2022). According to Olweus (2012), cyberbullying is defined as a form of oppression used through electronic means or the internet (Li et al, 2023).

Similar to bullying in general, cyberbullying behavior is also included in bullying behavior that is dangerous for the victim. The use of digital devices and social media as a container for cyberbullying behavior makes cyberbullying more hazardous than bullying in general. Usually, in the application of cyberbullying behaviors, the perpetrator will seek to threaten, sexually harass, post images, or make comments that aim to humiliate someone who is his victim (Vaillancourt et al, 2017). By looking at the impact given by cyberbullying behavior, it is necessary to educate teenagers or students about the dangers caused by cyberbullying behavior.

The term mental health has been used in many previous studies to refer to a condition of a person's ability to manage and cope with the pressures of everyday life. According to the World Health Organization (WHO), mental health can be defined as a state of well-being that includes physical well-being, mental well-being, and also social well-being (Hassan et al, 2021).

In the world of education, ensuring the mental health of students is crucial for smooth learning (Bortes & Giota, 2024). According to several studies in the field of Health, it has been revealed that students are very susceptible to triggering symptoms of mental health disorders (Zhang, et al, 2024). Several factors trigger disruption of students' mental health, including problems with friends, lack of sleep, use of the internet or social media for too long, or the act of bullying or cyberbullying experienced by students (Kircaburun et al., 2020). When students' health is disturbed, it will cause deep depression, prolonged stress, and also high emotional stress, which affects the academic results of students at school (Nuryana et al., 2023).



H1: Social media influences cyberbullying behavior.

H2: Social media has an impact on students' mental health.

Islam teaches the principles of morality, kindness, compassion, and mutual respect, which are signs that Islamic religious education is a crucial aspect in shaping the character and spiritual values of learners (Minarti *et al.*, 2023). According to Haldane (2003) the word spiritual can be interpreted as a search for inner awareness or a strong belief in the existence of God, which can be achieved through prayer and effort (Fraser-Pearce, 2022) education can be interpreted as an effort to convey knowledge through guidance, direction, and exercise throughout one's life (Busro & Didit, 2023). At the same time, religious education can be interpreted as an attempt to influence a person's life by increasing their appreciation and knowledge of religion (Busro & Didit, 2023). In Islamic religious education, several aspects become the goals, including compassion, justice, and social care, among others.

Thus, religious education becomes an essential aspect of a person's life, forming a character and attitude to life that is in harmony with religious moral principles. And can help create a harmonious and peaceful environment, including fostering a good social atmosphere, whether directly or virtually.

H3: Religious education cannot moderate the use of social media against cyberbullying behavior.

H4: Religious education can moderate the impact of social media on students' mental health.

H: Hypothesis

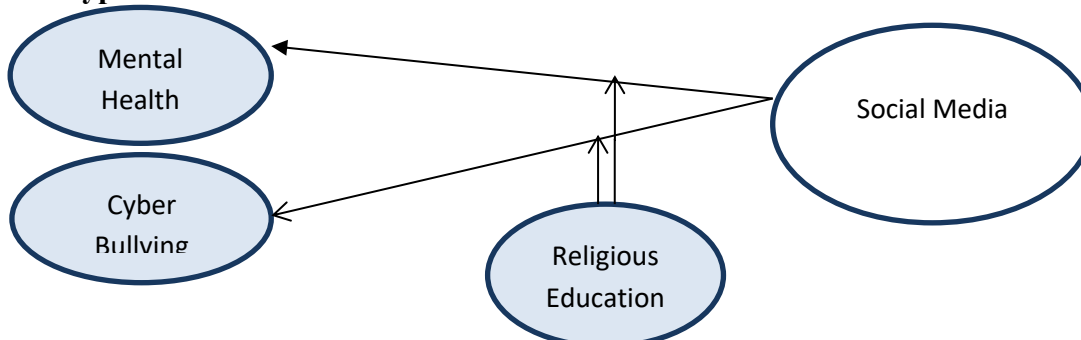


Figure 1. Research Model

METHOD

Research Sample

The Poulasi samples in this study consisted of Class X students from one of the Senior High Schools in Yogyakarta, which included dormitory-based educational institutions. 236 students participated in completing the sample of this study, with 220 students completing it correctly and 16 students not completing it correctly. In this study, a simple random sampling technique was used to select students from two senior high schools in Yogyakarta. Additionally, this study has obtained ethical approval from the relevant institutions, and all respondents provided written consent.



Table 1.
 Sample Population Data

No	School	Total Sample
1	School A	120
2	School B	116
	Total Sample	236

Table 2.
 Characteristics Of Respondents

Attribute	Categories	N	%
Gender	Male	130	55.1%
	Female	106	44.9%
Degre	Grade 1	198	83.9%
	Grade 3	38	16.1%
Study Program	Natural Sciences	83	35.2%
	Social Sciences	80	33.9%
	Religion	73	30.9%

Instruments And Procedures

This study utilizes a questionnaire as a data collection tool, and respondents provide their answers either through a Google form or by completing a physical statement questionnaire. In evaluating the results of the questionnaire, the researchers used a Likert scale with answer choices ranging from 5 to strongly agree, 4 to agree, 3 to neutral or doubtful, 2 to disagree, 1 to strongly disagree (Zakiy et al, 2023). This scale is commonly used to gauge the respondent's level of agreement or disagreement with each statement in the questionnaire. In addition, the instruments used have been validated by education and psychology experts to ensure their relevance to the research context. The Likert scale is shown in Table 3.

Table 3.
 Scala Likert

Alternative Answers	Scoring	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Doubt	3	3
Disagree	2	4
Strongly Disagree	1	5

The Likert scale above consists of markers that assess social media use, cyberbullying behavior, student mental health, and religious education. The calculation of the factor R on social media variables shows that all indicator items have a value of $\geq 0,5$, which means that all instrument items are valid. Reliability testing instruments using composite reliability evaluation for both indicators and kosntruk. The findings of faithful



calculation of the P social media variable items showed a Composite reliability of $\geq 0,8$. The score showed very good on social media variables.

Various factors contribute to cyberbullying, and its impact. The assessment of factors in the cyberbullying variable showed that all item indicators had a value of $\geq 0,5$, which refers to all valid item instruments. Reliability measurement instrument using composite reliability evaluation for all indicators and kostruk. Findings from each item of cyberbullying variables showed a combined reliability of $\geq 0,8$. The score is considered excellent on the cyberbullying variable.

Mental health variables have a scale of indicators related to factors causing stress and confidence levels, as well as emotional disorders and depression. The calculation of the factors in the variance of mental health Bell shows that all indicator items have a value of $\geq 0,5$, which means that all instrument items are valid. Reliability testing instruments using composite reliability evaluation for both indicators and kostruk. The findings of the calculation for each mental health variable showed a composite reliability of ≥ 0.8 . The score shows very well on the variable mental health.

The moderation Variable has a scale of indicators related to the implementation of religious values and improving the quality of spiritual learning in the school environment. The calculation of factors in religious education variables showed that all indicator items had a value of $\geq 0,5$, which means that all instrument items were valid. Reliability testing instruments using composite reliability evaluation for both indicators and kostruk. The findings of the calculation for each variable item in religious education showed a composite reliability of ≥ 0.8 . The score showed very well on the spiritual education variable.

Data Analysis

In this study, SEM data analysis using SmartPLS allows researchers to examine a series of correlations. The SEM-PLS approach used for data processing using SmartPLS 4 application involves the implementation of external model tests and internal model tests. PLS-SEM can be used for data analysis because its application presents advantages, including the inclusion of formative and reflective indicators that have been determined by a combination of linear indicators (Shela et al., 2023). In addition to the techniques used in data analysis, a basic regression test is also employed.

RESULT AND DISCUSSION

Validity Test

The validity of the study can be assessed by examining the value of convergent validity and discriminant validity. Assessment of the validity of the instrument based on the value of factor loading in the measurement model. If the value of the factor on the item is less than 0,7, then it needs to be excluded from the measurement model because it does not meet the standard validity test criteria.



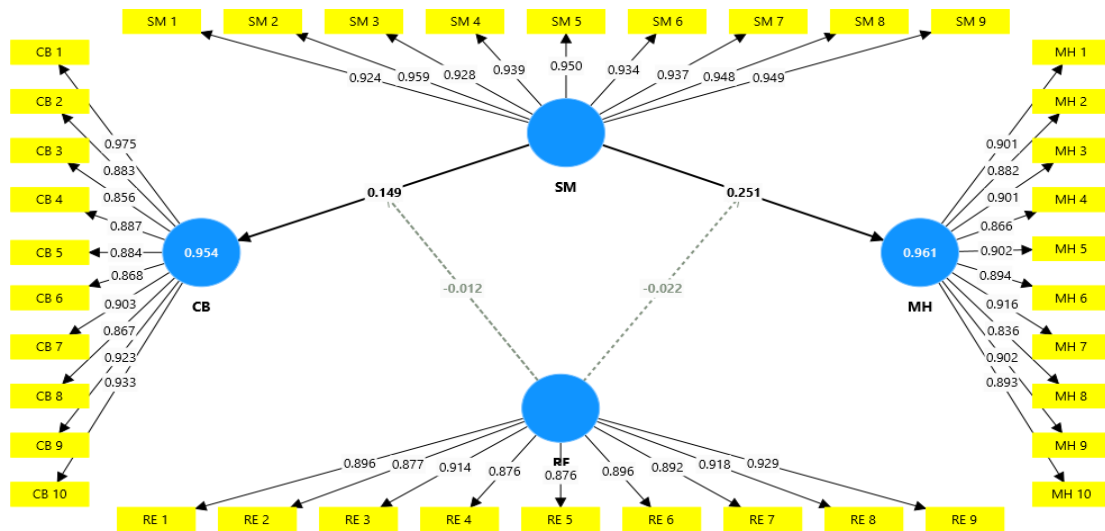


Figure 2. Outer Model Output Display
 CB = Cyber Bullying, MH = Mental Health, SM = Social Media, RE = Religious Education

Figure 2 shows that the entire value of the loading factor for each indicator has a validity of more than 0,7. However, there is a need for further examination of the Ave (Average Variance Extracted) to confirm this.

Table 4.
 Factor Loading (FL) dan Average Variance Extracted (AVE)

Construct	Items	FL	CR	AVE
Social Media	SM1	0.924	0.986	0.885
	SM2	0.959		
	SM3	0.928		
	SM4	0.939		
	SM5	0.950		
	SM6	0.934		
	SM7	0.937		
	SM8	0.948		
	SM9	0.949		
CyberBullying	CB1	0.975	0.977	0.807
	CB2	0.883		
	CB3	0.856		
	CB4	0.887		
	CB5	0.884		
	CB6	0.868		
	CB7	0.903		
	CB8	0.867		
	CB9	0.923		
	CB10	0.933		
Mental Health	MH1	0.901	0.961	0.885
	MH2	0.882		
	MH3	0.901		
Religious Education	RE 1	0.896	0.876	0.876
	RE 2	0.877		
	RE 3	0.914		
	RE 4	0.876		
	RE 5	0.876		
	RE 6	0.896		
	RE 7	0.892		
	RE 8	0.918		
	RE 9	0.929		



Mental Health	MH4	0.866		
	MH5	0.902	0.974	0.791
	MH6	0.894		
	MH7	0.916		
	MH8	0.836		
	MH9	0.902		
	MH10	0.893		
Religious Education	RE1	0.896		
	RE2	0.877		
	RE3	0.914		
	RE4	0.876		
	RE5	0.876	0.974	0.805
	RE6	0.896		
	RE7	0.892		
	RE8	0.918		
	RE9	0.929		

The table above shows the value of Average Variance Extracted (AVE) obtained from the assessment of testing instruments and variables related to the influence of social media, cyberbullying behavior, mental health, and religious education with the average variance in the extraction and obtaining a value (AVE) above 0,5, indicating that it has met the standard requirements.

Discriminant Validity

Discriminant validity is determined by examining and assessing the value of cross-loading in relation to its construction. Discriminant validity V test is done by comparing the square of the number of (AVE) to the correlation between the construction of each concept.

Table 5.
Discriminant Validity

	CB	MH	RE	SM	RE x SM
Cyber Bullying					
Mental Health	1.007				
Religious Education	1.001	1.002			
Social Media	0.902	0.926	0.890		
RE x SM	0.329	0.338	0.328	0.267	

The table above shows that the AkaR-squared of (AVE) is (1.007, 1.002, 0.890), which exceeds the value of each construct. The square root of Average Variance Extracted (AVE) is greater than 0,5, except for the value of the square root of Average Variance Extracted religious education to social media (0.267). Thus, it can be concluded that each indication or variable has a discriminant value, except for the spiritual education variable, as a moderation variable has a value that is not significantly different from the set value.



Reliability Test

Table 6.
 Cronbach's Alpha dan Composite Reliability

	Cronbach's alpha	Composite reliability
Cyber Bullying	0.973	0.977
Mental Health	0.971	0.974
Religious Education	0.970	0.974
Social Media	0.984	0.986

The value produced by Cronbach's Alpha and Composite Reliability indicates that the construct or measurement variable used in this study is considered reliable. This is shown through Table 6, which presents Cronbach's Alpha and Composite Reliability exceeding 0.7.

Structural Model Test

Table 7.
 R-Square Value

Construct	R-square	R-square adjusted
CyberBullying	0.954	0.953
Mental Health	0.961	0.961

* **R = Reliability**

The table shows that the R value of the cyberbullying variable is 0.954. This indicates that 95.4% is explained by the social media variable. At the same time, sisawas were influenced by other factors, which were not considered in this study, to the extent of 4.6%. Likewise, the mental health variable has an R value of 0.961% which means that as many as 96.1% of mental health variability can be explained by social media variables. The remaining 4.9% of its variability was attributed to other factors not considered in the study.

Hypothesis Test

The reference used in testing this hypothesis is to utilize bootstrapping SmartPLS 4 to assess the structural model, which involves examination of the original sample ($\hat{\gamma}$), t-statistics, and P-value. See Table 8 below for the results.

Table 8.
 Hypothesis Test Results

	Original sample ($\hat{\gamma}$)	T statistics (O/STDEV)	P Values
SM -> CB	0.149	2.619	0.009
SM -> MH	0.251	4.861	0.000
RE x SM -> CB	-0.012	1.084	0.278
RE x SM -> MH	-0.022	1.969	0.049



Hypothesis 1 states that social media influences cyber bullying. The findings of the hypothesis test using SmartPLS 4 revealed the influence of social media on cyberbullying behavior, as indicated by the sample, which showed a positive direction with a coefficient of 0.149. And a large T-statistic and a SE value of 2.619, which is greater than the critical value of 1,96 at a significance level of 5%. In addition, the value of P Values of 0.009 indicates the existence of evidence in favor of hypothesis 1 because the value of P Values is less than 0,5.

Hypothesis 2 states that social media affects mental health. The findings of the hypothesis test using SmartPLS 4 showed a link between social media and cyberbullying behavior. This can be seen from the sample, which showed a positive direction with a coefficient of 0.251. Additionally, the T-statistic value of 4.861, which is greater than the critical value of 1.96 at a 5% significance level. In addition, the value of P Values of 0.000 indicates the existence of evidence that supports hypothesis 2 because the value of P Values is less than 0,05

Hypothesis 3 states that the absence of attachment between religious education and social media influences cyberbullying. The findings of the hypothesis test using SmartPLS 4 showed no association between religious education and social media with cyberbullying behavior. This can be seen from the sample, which showed a positive direction with a coefficient of -0.012. Additionally, the T-statistic value of 1.084, which is smaller than the critical value of 1.96 at a 5% significance level. In addition, the p-value of 0.278 indicates that there is no evidence to support hypothesis 3 because it is greater than 0.05.

Hypothesis 4 states that there is an attachment between religious education and social media that affects mental health. The findings of the hypothesis test using SmartPLS 4 revealed a significant link between religious education and social media use, as well as their impact on mental health. This is evident in the sample, which showed a positive correlation with a coefficient of 0.022. Additionally, the T-statistic value of 1.969, which is greater than the critical value of 1.96 at a 5% significance level. In addition, the P-value of 0.049 indicates that there is evidence to support hypothesis 4 because the value of the P-value is less than 0.05.

Based on the results of research analyzed from 236 total respondents, and 220 of whom could correctly fill out the sample, it can be concluded that the instrument used in the validity test showed a very high value above the standard of 0.7, indicating that it is feasible to use. Likewise, the reliability value shown in this finding is appropriate because it exceeds 0.5. Additionally, the results of hypothesis testing using the Smart-PLS4 application revealed the influence of each variable. This is shown in Table 8. Despite the non-attachment shown to the role of religious education and social media on cyberbullying behavior, this will not change the results of hypothesis tests on other dependent variables. Some researchers have validated that the use of social media as a means of communication and discussion. In addition, students also take advantage of online media to find information related to their learning materials (Chan, Cheung & Lee, 2021). It is also stated that the use of social media without supervision for teenagers or students can be the first step to starting to cyberbully in their surrounding environment. This is in line with research (Suraseth & Koraneekij, 2024), which states that the use of social media can influence cyberbullying actions. In addition, excessive use of social media can result in mental health disorders. This is in line with research conducted by Maurya et al (2022), which states that the wrong use of social media can result in cyberbullying and cause mental health disorders for the targeted victims.



The main component that contributes to the influence of this study is the support to determine the extent to which religious education can moderate the influence of social media on cyberbullying behavior and the mental health of students. This can have an impact on students to continue to instill religious values in their daily lives to avoid cyberbullying and maintain their mental health stability with the advancement of social media at this time.

CONCLUSION

This study investigated the effect of social media use on cyberbullying behavior and student mental health and examined religious education as an intermediary relationship between these three variables. The test results showed the influence of social media use on cyberbullying behavior and mental health of students, and showed the relationship between religious education and social media use on student mental health. However, there is no link between religious education and social media on cyberbullying behavior. In addition, this study has limitations in terms of generalizability of the results, as the sample was drawn from only two schools in Yogyakarta. Furthermore, future research is expected to explore the effectiveness of religious education programs in reducing cyberbullying across various cultural contexts. The use of social media, a trend today, has both positive and negative impacts for students as users. This suggests that there is a need for increased parental and teacher attention to supervise students' social media use, as well as to strengthen religious values in daily life. This is done to create a positive social media environment, allowing users, especially students, to avoid negative behaviors or experiences that may have a lasting impact.

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