

The Influence of Family Harmony, Moral Values, and Peer Group on Students' Empathy

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Abstract: Empathy is one of the important social and emotional capacities that supports students' interpersonal development. However, various social and environmental factors influence the development of empathy among adolescents. This study aims to examine the influence of family harmony, moral values, and peer groups on students' empathy. A quantitative approach was employed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4. The study involved 350 students from a target population of 873 students at Muhammadiyah 2 Yogyakarta Middle School. Data were collected using a questionnaire consisting of 40 items measured on a four-point Likert scale. The results indicate that all measurement indicators met the requirements for validity and reliability, with outer loading values exceeding 0.70 and satisfactory discriminant validity. The structural model showed an R-square value of 0.668, indicating that family harmony, moral values, and peer groups collectively explained 66.8% of the variance in students' empathy. Hypothesis testing revealed that family harmony, moral values, and peer groups each had a positive and significant effect on students' empathy. These findings highlight the importance of supportive family environments, strong moral foundations, and positive peer interactions in fostering empathy among students. Therefore, educational stakeholders should strengthen these factors to support students' character development in schools.

Keywords: Family Harmony, Moral Values, Peer Group, Student Empathy

Abstrak: Empati merupakan salah satu kapasitas sosial dan emosional penting yang mendukung perkembangan interpersonal siswa. Namun, berbagai faktor sosial dan lingkungan memengaruhi perkembangan empati di kalangan remaja. Penelitian ini bertujuan untuk mengkaji pengaruh keharmonisan keluarga, nilai-nilai moral, dan kelompok teman sebaya terhadap empati siswa. Pendekatan kuantitatif digunakan dengan metode Partial Least Squares Structural Equation Modeling (PLS-SEM) menggunakan perangkat lunak SmartPLS 4. Penelitian ini melibatkan 350 siswa SMP Muhammadiyah 2 Yogyakarta dari populasi target sebanyak 873 siswa. Data dikumpulkan menggunakan kuesioner yang terdiri dari 40 butir pernyataan dengan skala Likert empat poin. Hasil penelitian menunjukkan bahwa seluruh indikator pengukuran memenuhi syarat validitas dan reliabilitas, dengan nilai outer loading melebihi 0,70 dan validitas diskriminan yang memadai. Model struktural menunjukkan nilai R-square sebesar 0,668, yang berarti keharmonisan keluarga, nilai-nilai moral, dan kelompok teman sebaya secara bersama-sama menjelaskan 66,8% varians dalam empati siswa. Uji hipotesis mengungkapkan bahwa keharmonisan keluarga, nilai-nilai moral, dan kelompok teman sebaya masing-masing memiliki pengaruh positif dan signifikan terhadap empati siswa. Temuan ini menyoroti pentingnya lingkungan keluarga yang mendukung, landasan moral yang kuat, dan interaksi teman sebaya yang positif dalam menumbuhkan empati di kalangan siswa. Oleh karena itu, para pemangku kepentingan pendidikan perlu memperkuat faktor-faktor tersebut guna mendukung pengembangan karakter siswa di sekolah.

Kata Kunci: Keharmonisan Keluarga, Nilai-Nilai Moral, Kelompok Sebaya, Karakter Empati

INTRODUCTION

The development of students' empathy is an issue in the world of modern education because empathy is related to students' ability to understand other people's feelings, conditions, and perspectives in social life. According to Aramudin & Susanti (2024), empathy not only affects

students' lives, but also shapes students' prosocial behavior and stems despicable actions in the school environment. The study of Yuhbaba et al (2023) emphasized that in education, empathy is a form of implementation of moral values that emphasize care, compassion, and respect for fellow humans. However, according Ambara & Kusumiati (2021), it shows that students' empathy still faces various challenges, such as increasing cases of bullying, apathy, intolerance, and low concern in the school environment. This condition emphasizes that the formation of student empathy cannot be separated from the influence of the family environment, moral education, and peer social relations.

Family harmony is one of the main factors that affect the development of students' empathy. The family is the child's first environment in shaping behavior and emotions. A harmonious family is characterized by good communication, emotional support, and affectionate interactions that encourage the development of empathy in children. Research by Zhan & Wang (2021) shows that family harmony has a significant relationship with the development of positive emotions and students' interpersonal abilities. And Yafi et al (2023) explained that an unharmonious family environment can trigger emotional disturbances, aggressive behavior, and low ability to understand the feelings of others. Therefore, Nathasya & Winingsih (2025) emphasized that family harmony is an important foundation in developing students' empathy in a sustainable manner.

Although much research has been conducted on students' empathy, previous studies have often examined family relationships, moral values, and peer groups separately. Research integrating these three factors simultaneously to explain students' empathy remains limited. This limitation is important because students' empathy is not shaped by a single social environment, but through the interaction of family relationships, moral orientation, and peer social experiences. Therefore, the novelty of this study lies in integrating family harmony, moral values, and peer groups into a single empirical model to examine their simultaneous contribution to students' empathy. Rather than relying on methodological novelty, this study seeks to provide a more comprehensive understanding of how family, moral, and peer environments jointly contribute to students' empathy.

The context of Islamic education is highly relevant to this study, as the research was conducted at SMP Muhammadiyah 2 Yogyakarta, an institution within the Muhammadiyah educational network. The school's vision is "To shape Muslim individuals who are pious, intelligent, creative, patriotic, environmentally and culturally conscious, and committed to progress." This context provides a relevant setting for examining the relationship between moral values and student empathy, given that moral development in education emphasizes care, compassion, tolerance, respect, and responsibility toward others. Consequently, student empathy in this study is understood not merely as a socio-emotional capacity, but also as a form of social behavior aligned with the moral and interpersonal values emphasized in education.

Moral values and peer groups are also important factors in the development of students' empathy. Susanto & Yuliantika (2025) explain that moral values function as moral guidelines that encourage students to care for, appreciate, and help others. These values are relevant because moral development encompasses not only individual conduct but also social relationships characterized by care, compassion, tolerance, and respect for others. Accordingly, the moral values examined in this study are reflected in students' attitudes of social concern, compassion, tolerance, and willingness to help others. The Aramudin & Susanti (2024) study also shows that social learning can foster empathy and tolerance among students. This provides a theoretical basis for examining moral values as a factor associated with students' empathy. Research by Zeng et al (2025) proves that positive peer relationships can significantly improve children's empathy development.

The main concern addressed in this study is the development of students' empathy within their family, moral, and peer environments. These three factors are interrelated in shaping students' social behavior. However, research that examines these three variables in depth in the context of education is still very limited. So this research is important to make a theoretical and practical contribution to the development of family-based, moral, and social environment-based character education.

This study aims to empirically examine the influence of family harmony, moral values, and peer groups on students' empathy. The study of Monica & Putranto (2025) emphasizes that empathy is a social character that cannot appear directly, but rather a process of social interaction. According Filipović et al (2022) that moral education contributes to the creation of a peaceful environment and non-violent behavior in students. In addition, research by Chen et al (2024) found that the social status of peers affects children's empathetic responses in social group interactions. These findings indicate that students' empathy develops through multiple social and moral environments. Therefore, this study integrates family harmony, moral values, and peer groups as three complementary factors that may contribute to the development of students' empathy.

The family harmony variable in this study is understood as a condition of family relationships characterized by good communication and emotional support. Song et al (2025) explained that family harmony is a safe place for students to learn to understand their own emotions and others. According to Firdaus & Suwendi (2025), the experience of a harmonious family is positively correlated with the social and emotional development of individuals. And Lestari (2024) explained that a harmonious family is able to improve children's ability to control emotions and prosocial behavior. These findings suggest that a harmonious family environment provides an important social foundation for the development of students' empathy. Through open communication, emotional support, and positive interactions, students have greater opportunities to recognize and understand the feelings of others. Conversely, an unfavorable family environment may hinder the development of positive social and emotional responses. Thus, family harmony is theoretically associated with students' capacity to understand and respond to the feelings of others. Based on this theoretical and empirical evidence, the first hypothesis is formulated as follows:

H1: Family harmony has a positive effect on students' empathy.

Moral values are the second variable that is the main behavior of students in daily life. According to Rahmanda et al (2025), moral values include a helpful, compassionate, and tolerant attitude. The internalization of good moral values will shape students' morals to understand and feel the conditions of others. According Faizin (2025) that social value education is able to increase student empathy and tolerance. Meanwhile, Rahmanda et al (2025) emphasized that moral learning has an effect on the development of peaceful behavior in students. These findings indicate that moral values provide students with a normative foundation for caring for others, showing compassion, practicing tolerance, and engaging in helpful behavior. Such orientations are closely related to the ability to recognize and understand the feelings and needs of others, which is an essential component of empathy. Therefore, stronger internalization of moral values is theoretically expected to contribute positively to students' empathy. Based on this explanation, the second hypothesis is formulated as follows:

H2: Moral values have a positive effect on students' empathy.

Peer group as the third variable is a group of peers who have interactions with students in daily life. According Meilani & Tobing (2023), peers play a role in shaping students' behavior patterns, social attitudes, and ways of thinking through the process of social interaction. *Positive*

peer groups can increase prosocial behavior and empathy, while negative *peer groups* can form bad behavior and low social concern. The study of Sofia & Irma (2026) proves that good peer relationships have an effect on increasing children's empathy. Meanwhile, the study of Subekti et al (2026) shows that peer social support has an effect on adolescents' self-adjustment at school. These findings suggest that peer interactions provide opportunities for students to learn social responsiveness, understand different perspectives, and practice prosocial behavior. Therefore, the quality of peer relationships is theoretically associated with the development of students' empathy through repeated social interaction and mutual support. Based on this theoretical and empirical relationship, the third hypothesis is formulated as follows:

H3: Peer groups have a positive effect on students' empathy.

The proposed model examines the direct effects of family harmony (X1), moral values (X2), and peer groups (X3) on students' empathy (Y). This model is grounded in the assumption that students' empathy develops within interconnected social and moral environments. Family harmony provides an interpersonal context in which students learn to understand and respond to others, while moral values contribute to the development of attitudes and behaviors that support empathetic interactions. Peer groups, in turn, provide opportunities for students to engage in social relationships, negotiate differences, and develop sensitivity toward others' feelings and perspectives. By incorporating these three predictors into a single empirical model, the study provides an integrated framework for examining the factors associated with the development of students' empathy.

METHODS

This study employed a quantitative approach using a survey design to examine the influence of family harmony, moral values, and peer groups on students' empathy. The target population consisted of 873 students enrolled at Muhammadiyah 2 Yogyakarta Middle School in the Special Region of Yogyakarta. A total of 350 students participated in the study. The unit of analysis was the individual student. Of the 350 respondents, 56% were female students and 44% were male students.

Data were collected by distributing a questionnaire through Google Forms to students at Muhammadiyah 2 Yogyakarta Middle School during the data collection period. The inclusion criteria were students who were enrolled at the school during the data collection period and were willing to participate by completing the questionnaire. A total of 350 completed responses were obtained and used as the final dataset for analysis.

The research instrument consisted of 40 statement items covering four research constructs: family harmony (X1), moral values (X2), peer group (X3), and student empathy (Y). Each construct consisted of 10 items. The items were developed by referring to relevant theoretical and empirical sources and were adapted to the context of students in the educational setting. The family harmony construct was based on indicators related to communication, emotional support, and positive interpersonal relationships. (Destri et al., 2025)

The moral values construct included tolerance, social concern, compassion, and helping behavior. According Amalia et al (2026) moral values construct included tolerance, social concern, compassion, and helping behavior. According Khairunnisa et al (2026) peer group construct focused on peer influence, social interaction, and students' experiences within their peer environment. The student empathy construct referred to the ability to understand, feel, and respond positively to the emotional states of others. (Faizin, 2025)

Each construct was represented by 10 statement items. Examples of the family harmony items were “I feel comfortable talking to my family members” and “Relationships between my family members are going well.” Examples of the moral values items were “I am trying to help a friend who is having difficulty” and “I help a friend without expecting anything in return.” Examples of the peer group items were “My friends have a positive influence on my life” and “I feel appreciated by my friend group.” Examples of the student empathy items were “I can understand the feelings of a friend who is sad” and “I like to help a friend without being asked.”

The questionnaire was administered directly to the research respondents without a separate pilot test or preliminary readability test. Content was operationalized based on the theoretical indicators and empirical references underlying each construct. The empirical quality of the measurement instrument was subsequently evaluated using the PLS-SEM measurement model, including indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. The research instrument used a four-point Likert scale to measure respondents’ level of agreement with each statement, ranging from 1 = strongly disagree to 4 = strongly agree. The scale was used to measure respondents’ attitudes, perceptions, and social behaviors related to the research variables.

Data analysis in this study was conducted using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method with the assistance of SmartPLS 4. According to Setiabudhi et al (2025) SmartPLS is capable of simultaneously analyzing relationships among latent variables, evaluating predictive models, and is applicable to social research involving moderate sample sizes and non-normal data distributions. Sarker et al (2024) also explain that SmartPLS can be effectively used to examine structural relationships among variables in social and educational research.

Before statistical analysis, the collected responses were screened for completeness. All 350 submitted questionnaires were complete, with no missing responses. Therefore, all 350 responses were retained for subsequent PLS-SEM analysis without deletion of cases due to missing data.

The PLS-SEM analysis was conducted in two main stages: evaluation of the measurement model (outer model) and evaluation of the structural model (inner model). The outer model was assessed to examine indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. Indicator reliability was evaluated using outer loading values, with values above 0.70 considered acceptable. Internal consistency reliability was assessed using Cronbach’s alpha and composite reliability, with values of 0.70 or higher considered acceptable. Convergent validity was assessed using the average variance extracted (AVE), with values of 0.50 or higher considered acceptable. Discriminant validity was evaluated using the heterotrait-monotrait ratio (HTMT), with values below 0.90 considered acceptable.

After the measurement model was assessed, the inner model was evaluated to examine the structural relationships among the constructs. Collinearity among the predictor constructs was assessed using the variance inflation factor (VIF) in the inner model, with values below 3.00 considered indicative of the absence of substantial collinearity. The coefficient of determination (R^2) was used to assess the proportion of variance in students’ empathy explained by the predictor constructs. The effect size (f^2) was used to assess the individual contribution of each exogenous construct to the endogenous construct, with values of 0.02, 0.15, and 0.35 interpreted as small, medium, and large effects, respectively. Path coefficients were examined to determine the direction and strength of the hypothesized relationships among the constructs.

Hypothesis testing was conducted using the bootstrapping procedure in SmartPLS 4 with 5,000 subsamples. A two-tailed test was applied with a significance level of 0.05 using the

percentile bootstrap confidence interval method. The bootstrapping procedure was used to obtain the path coefficients, t-statistics, and p-values for testing the proposed hypotheses. A hypothesis was considered statistically supported when the path coefficient was in the hypothesized direction and the p-value was below 0.05.

RESULTS AND DISCUSSION

The study of Tuazzara et al (2025) shows that family harmony has an influence on students' empathy. These findings show that a harmonious family environment is able to form a stable emotional state so that students can more easily understand the feelings and conditions of others. According Destri et al (2025) Families that provide emotional support, open communication, and good interpersonal relationships contribute to the development of students' empathy. Research by Darmawan et al (2026) found that family conditions have an influence on the formation of students' social behavior in the school environment. The study of Yulianti et al (2023) shows that family support and good communication patterns affect the development of students' social character and empathy.

The results of the study by Kulsum & Muhid (2022) prove that moral values affect students' empathy. The moral values embedded in students are able to form caring behaviors, tolerance, and respect for others. Moral values are an important basis in building harmonious and caring social relationships. Faizin's (2025) show that learning based on social and moral values is able to increase students' empathy and tolerance. Research by Russiadi & Mata (2025) explains that empathy-based moral education can form a culture of peace and non-violent behavior in learners. As well as research by Rahmah et al (2025) emphasizes that the internalization of moral values in learning affects the development of students' social character in schools. And Study Shodiq & Makrufi (2026) highlight empathy as both a promotive and regulatory factor, suggesting the need to integrate emotional regulation within empathy-based educational interventions.

Furthermore, the results of Fitriah (2022) show that peer groups have a positive influence on students' empathy. Peer groups are a social environment that has a high intensity of interaction so that it is able to shape students' social and emotional behavior. A positive peer group will encourage students to have caring, mutually helpful, and respectful behavior. The findings of Virly et al (2023) prove that good peer relationships can significantly increase children's empathy. Research by Rohman et al (2025) also shows that peer social support has an effect on adolescents' self-adjustment in the school environment.

In the Special Region of Yogyakarta, the development of students' empathy is one of the important concerns in the school environment. According Nawir et al (2025) that Yogyakarta is known as an education city that has a fairly high social culture and tolerance values, so it implements a social and religious-based character education program. Research by Pratiwi et al (2025) explains that schools in Yogyakarta are starting to integrate character education through collaborative learning and student social activities. Badriyah's research (2025) also found that social habituation activities in schools are able to increase students' concern and empathy for the surrounding environment. As well as research by Rahayu & Sudrajat (2025) shows that the culture of character schools in Yogyakarta has contributed to the formation of prosocial behavior of students.

Based on the results of the analysis using SmartPLS 4, all variables in this study showed a positive and significant relationship with students' empathy. These findings strengthen the theory that family harmony, moral values, and peer groups are important factors in the formation of

students' social character. The SmartPLS program functions as a tool to evaluate the validity and reliability of research data through testing the outer model and inner model. Of the 350 respondent data analyzed, a standard criterion of 0.70 was used to evaluate the validity and reliability of the research instrument. The test results showed that all indicators met the criteria that had been determined so that the research data was declared valid and reliable for use in the analysis of the relationship between research variables.

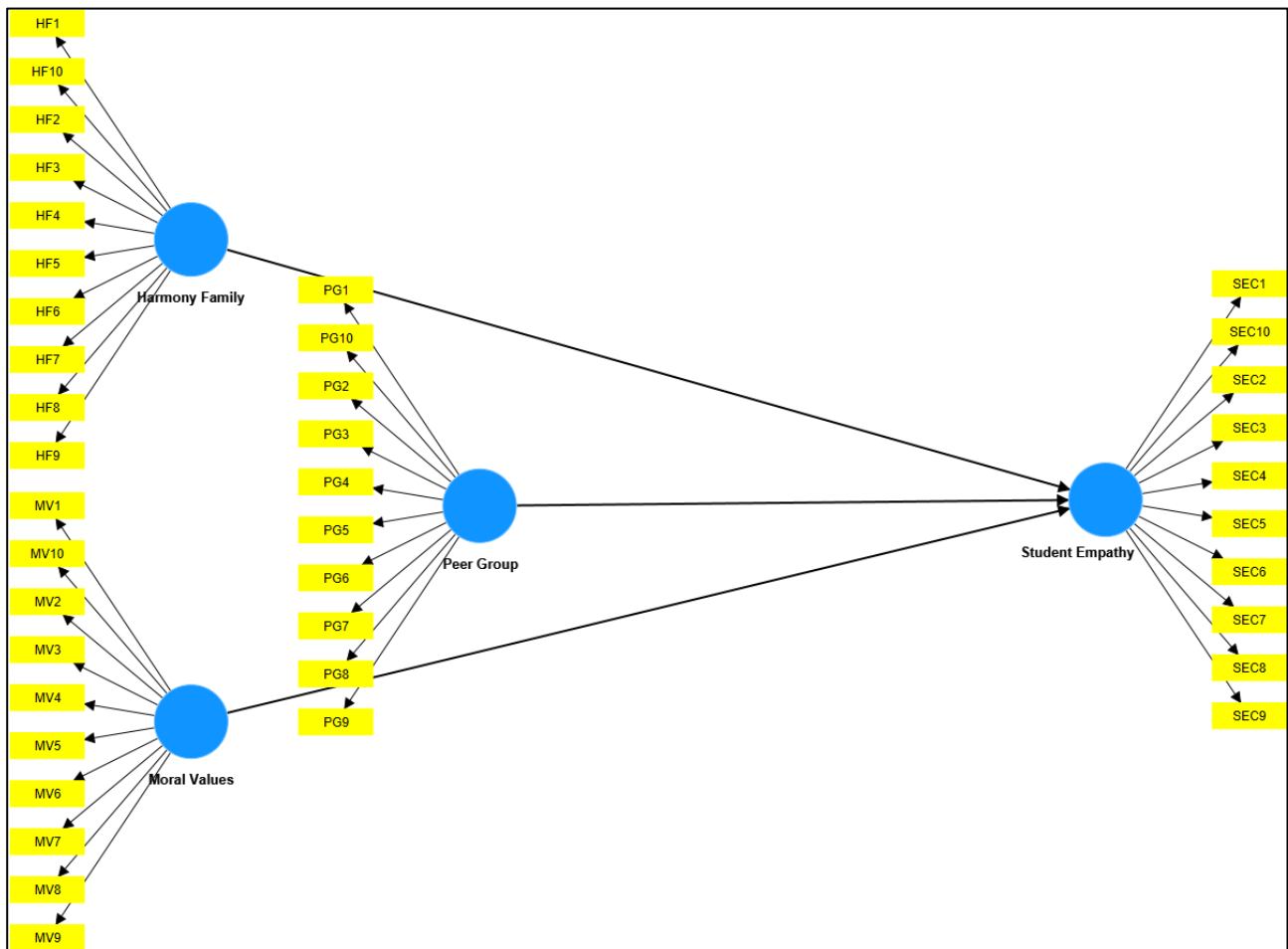


Figure 1. External Model Output View

Figure 2 shows the results of the outer model test using SmartPLS 4 through the outer loading value of each research indicator. The results show that all indicators on family harmony (FH), moral values (MV), peer group (PG), and student empathy (SE) have an outer loading value above 0.70 so that all items are declared valid and meet the convergent validity requirements. In the family harmony variable, the lowest outer loading value was 0.858, the lowest variable moral value was 0.851, the lowest peer group variable was 0.880, while the lowest variable of student empathy was 0.871 so that all indicators in this study were able to represent the variable construct well and were suitable for further analysis.

Table 1. Discriminant Validity

	Student Empathy	Family Harmony	Moral Values	Peer Group
Student Empathy				
Family Harmony	0.669			
Moral Values	0.768	0.591		
Peer Groups	0.681	0.583	0.598	

The results of discriminant validity are presented in Table 1. It is explained that all intervariable values are below the recommended limit with the HTMT method, which is below 0.90, starting from 0.669, 0.768, and 0.681. These findings show that each discriminate validity is adequate and empirically different from the other variables. Therefore, all constructions are considered valid and suitable for further structural model analysis.

Table 2. Cronbach's Alpha and Composite Reliability

Items	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	AVE
Student Empathy	0.969	0.970	0.973	0.783
Family Harmony	0.966	0.966	0.970	0.764
Moral Values	0.968	0.968	0.972	0.774
Peer Groups	0.971	0.972	0.975	0.794

The reliability results showed that all research variables had Cronbach's Alpha and Composite Reliability values above 0.70. This value shows that the research instrument has a good level of internal consistency and is able to produce reliable data. The variables of family harmony, moral values, peer group, and student empathy were declared to meet the reliability requirements because all indicators in each variable were able to measure constructs consistently. The average variance extracted (AVE) values ranged from 0.764 to 0.794, exceeding the minimum criterion of 0.50 and indicating adequate convergent validity. Therefore, all constructs met the required criteria for reliability and convergent validity.

Table 3. R-Square Value

Buildings	R-Square	R-Square is adjusted
Student Empathy	0.668	0.666

The R-Square results showed that the variables of family harmony, moral values, and peer group were able to explain the variables of student empathy by 66.8%, while the remaining 33.2% were influenced by other factors. The R-Square value of 0.668 indicates that the research model is in the moderate to strong category. The R-Square Adjusted value of 0.666 indicates that the research model has a good level of stability. Thus, the research model is considered to be able to explain the relationship between variables quite strongly in predicting students' empathy.

Table 4. Inner Model Collinearity

	VIF
Family Harmony - > Students' Empathy	1.692
Moral Values - > Students' Empathy	1.737
Peer Group - > Student Empathy	1.716

The inner model collinearity assessment showed that all VIF values were below the recommended threshold of 3.00. The VIF values were 1.692 for family harmony, 1.737 for moral values, and 1.716 for peer group in predicting students' empathy. These results indicate that no substantial collinearity problem existed among the predictor constructs, allowing the structural model to be evaluated further.

Table 5. Effect Size (f^2)

	f^2
Family Harmony - > Students' Empathy	0.102
Moral Values - > Students' Empathy	0.361

Peer Group - > Students' Empathy 0.121

Family harmony showed a small contribution to students' empathy ($f^2 = 0.102$), while moral values showed a large contribution ($f^2 = 0.361$). Peer group also showed a small contribution to students' empathy ($f^2 = 0.121$). Among the three predictor constructs, moral values made the largest individual contribution to students' empathy.

Table 6. Hypothesis Testing Results

	Original Sample	T Statistics	P Values
Family Harmony - > Students' Empathy	0.240	5.713	0.000
Moral Values - > Students' Empathy	0.456	10.614	0.000
Peer Group - > Student Empathy	0.262	6.251	0.000

The test results in Table 6 show that all hypotheses of this study are accepted. The variables of family harmony, moral values, and peer groups showed a positive and significant effect on students' empathy, which was shown by positive path coefficient values, T-statistics above 1.96, and *P values* below 0.05. Findings show that harmonious family relationships, strong moral values, and positive peer relationships contribute to the development of students' empathy. The results reinforce the theory that family, moral education, and peer interaction play an important role in shaping students' social and emotional behaviors.

CONCLUSION

This study shows that family harmony, moral values, and peers have a positive and significant effect on students' empathy. Family harmony contributes to the development of empathy through communication, emotional closeness, and positive relationships in the family environment. Moral values play an important role in shaping attitudes of care, tolerance, and social awareness among students. Meanwhile, peer groups also contribute to the formation of empathy behaviors through healthy social interactions and supportive friendship environments. The results of SmartPLS 4 showed that all the study variables met the criteria of validity and reliability, while the hypothesis testing confirmed that all the hypotheses proposed were accepted with a significant positive relationship. In addition, R-Square scores show that family harmony, moral values, and peer groups collectively contribute substantially to explaining students' empathy. Therefore, this study emphasizes the importance of strengthening the role of family, moral education, and a positive peer environment as a strategic effort to develop students' empathy.

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