



The Contribution of Self-Compassion to Influencing Adolescent Resilience

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Abstract

The rising cases of suicide indicate the fragile mental state of teenagers (Strawberry Generation) when dealing with problems. This suggests that teenagers are not resilient enough, meaning their ability to adapt and withstand difficult situations is still low. This condition is influenced, in part, by a lack of warmth, understanding, and the ability to help oneself (self-compassion). This research aims to examine the influence of self-compassion on teenage resilience. The research approach used is quantitative with an ex-post facto design. The study involved 1512 teenagers (aged 11-18) in Central Java, selected using convenient random sampling. The research instruments used were a resilience scale (24 statement items, referring to Ungar's theory in 2013) and a self-compassion scale (26 statement items, based on Neff's theory in 2003). The instruments underwent validity testing (validity values exceeding the table's R) and reliability testing (self-compassion scale 0.781 and resilience scale 0.786). Data were analyzed using simple regression tests and met classical assumption tests. The research results show that self-compassion has a positive effect on resilience with an R Square value of 0.348, meaning that self-compassion contributes 34.8% to resilience. This research has implications for guidance counselors to provide services to enhance teenagers' self-compassion, thus improving their resilience.

Keywords: self-compassion; resilience; adolescent

1. Introduction

Entering the 21st century, where the demand for excellence is increasingly urgent, serious challenges threaten the lives and well-being of adolescents, manifested in the phenomenon of suicide. According to the World Health Organization (WHO), every year, suicide claims the lives of over 700,000 people worldwide. Suicide ranks fourth as the most common cause of death among adolescents aged 15 to 19 (WHO, 2023). The suicide rate in Indonesia is 2.4 per 100,000 population, ranking 114th globally and 8th in Asia, according to WHO (WHO, 2023). A study by Arafah et al. (2022) revealed that about 24.9% of adolescents, or 9,052 individuals, are at risk of suicide.

Indonesia's adolescents, classified as Generation Z or millennials, are commonly called the 'Strawberry' generation (Kasali, 2017). The Strawberry generation, post-1980s, tries to meet the expectations of becoming outstanding individuals, carrying the high expectations of their parents and grandparents as a burden (Sabet, 2011; Stanat, 2006). Despite appearing soft and charming, the characteristics of this generation depict their inability to cope with the

pressures of the natural world, often appearing fragile, easily frustrated, and struggling to respond to stress. The analogy of strawberries being easily damaged when touched reflects the underlying fragility of their mental lives. Karinda (2020) emphasizes that the Strawberry generation is creative and innovative, but unfortunately, they also face various psychological problems, including stress, depression, psychological fatigue, and even the risk of suicide.

Psychological severe problems often originate from the emergence of negative thoughts and emotions regarding unresolved experiences (Mulawarman, 2023). As stated by Mukarromah & Nuqul (2014), tension resulting from conflicts with parents or siblings can create lasting discomfort for years, giving rise to negative emotions such as stress, anger, shame, and distress. Furthermore, Forman-Hoffman et al. (2014) assert that individuals experiencing psychological distress have a higher risk of death compared to those who do not. Resilience plays a crucial role in reducing an individual's level of psychological distress, thereby helping prevent suicide (Mahmood & Ghaffar, 2014; Pidgeon et al., 2014). Resilience becomes a crucial aspect for adolescents, given research findings that indicate a significant relationship between suicidal behavior in adolescence and the tendency for suicidal behavior in adulthood (Sawyer et al., 2018).

Resilience is an individual's ability to maintain their psychological health by directing and negotiating psychological resources, such as support from family and the surrounding environment (Ungar, 2011). According to Reivich & Shatte (2002) and Pratiwi & Hirmaningsih (2017), resilience encompasses an individual's ability to cope with and adapt to significant events or problems. This perspective emphasizes that resilience is an individual's ability to face life's challenges. Consistent with this perspective, Connor & Davidson (2003) and Raisa & Ediaty (2016) stress that resilience is an individual's ability to face difficulties, pressure, and suffering. In summary, resilience is a personal ability that enables individuals to endure pressure and life difficulties and grow and develop through these experiences.

Ungar (2011) identifies at least three main aspects that shape resilience: personal resilience, the relationship with caregivers, and a sense of belonging. Personal resilience, defined as personal resilience, highlights an individual's ability to think, act, and behave adaptively independently. This aspect includes the individual's ability to build positive relationships in their social environment and use these relationships as a reference to overcome difficulties or pressure. Relationship with caregivers emphasizes how individuals can build positive relationships with their surrounding environment, including parents, friends, and others, and conversely, how the environment interacts with individuals. Sense of belonging refers to the condition in which individuals integrate total values into their behavior, involving spiritual, educational, and cultural dimensions. These three aspects form the basis for formulating indicators in developing research instruments through a resilience scale.

Individuals with high resilience will find ways to apply kindness to themselves when facing difficult situations. This self-kindness aligns with the character of "welas asih" (compassion), making resilience closely related to self-compassion. Holaday & McPhearson (1997) revealed that one factor influencing the level of resilience in individuals is their ability not to excessively criticize themselves when facing failure or difficult times, often referred to as self-compassion. Consistent with Neff & McGehee's (2010) statement that self-compassion can help enhance resilience in adolescents. This view is also supported by the research findings of Bluth et al. (2018), stating that self-compassion has a positive relationship with resilience.

Someone with self-compassion will be more capable of enduring difficult situations. Based on this description, self-compassion positively influences an individual's resilience.

According to Neff (2003), self-compassion is an open attitude, providing understanding and kindness to oneself when facing difficulties and shortcomings, realizing that everyone experiences suffering. Furthermore, Neff (2011) states that self-compassion is an individual's ability to process feelings and show love to oneself in a non-excessive manner when experiencing unpleasant and suffering situations. Self-compassion is defined as an individual's ability to love and show compassion to oneself when experiencing suffering (Reyes, 2012). Referring to this description, self-compassion is an individual's ability to process feelings, show affection for oneself without exaggeration when facing difficulties, identify shortcomings within oneself, and realize that everyone experiences suffering.

According to Neff (2003), three essential elements make self-compassion: self-kindness, common humanity, and mindfulness. The ability of an individual to accept themselves as they are without giving negative judgments is self-kindness. Common humanity is the self-acceptance that everything that happens, whether success, failure, difficulty, ease, or everything experienced, is part of human life. Mindfulness is the individual's ability to accept the situation without exaggerating it. These three elements are then used as indicators in developing an instrument in the form of a self-compassion scale.

Several previous studies have proven that self-compassion is related to and impacts resilience. The study by Febrinabilah & Listiyandini (2016) demonstrated that self-compassion influences resilience in orphaned adolescents. This research is strengthened by the findings of the study by Zaharuddin & Wahyuni (2021), which also proved that self-compassion is related to resilience in orphaned adolescents. The study by Mustaqfiroh & Tobing (2022) showed that self-compassion is related to resilience in the elderly. In addition, Oktaviani & Wulan's (2021) research demonstrated that self-compassion has a positive relationship with resilience in college students. However, in her research, Muharrara (2018) found that self-compassion influences only 0.25% on self-resilience. This percentage is an interesting finding because it is found that the influence of self-compassion on resilience is less than 1%. In addition, research on the influence of self-compassion on resilience conducted on junior high and high school students still needs to be completed. Referring to these findings, further research needs to be conducted to clarify and confirm how self-compassion influences resilience.

Research on self-compassion has been relatively scarce in populations vulnerable to psychological disorders, such as adolescents. Referring to several previous research studies, the participants studied include orphaned adolescents (Febrinabilah & Listiyandin, 2016); orphaned adolescents (Zaharuddin & Wahyuni, 2021); the elderly (Mustaqfiroh & Tobing, 2022); and college students (Oktaviani & Cahyawulan, 2021). This study's population is junior high and high school students in Central Java. Furthermore, several previous research studies stopped after analyzing the relationship, but the analysis in this study extends to examining the extent of the influence of self-compassion on resilience. Referring to theoretical studies and several previous research studies, this research also establishes a directional hypothesis, namely, having a positive influence. This means that the higher the self-compassion of adolescents, the higher their resilience.

Based on the previous description, it can be concluded that suicide cases are prone to occur among adolescents, who fall into the Strawberry generation category. Resilience plays a

crucial role in reducing an individual's level of psychological distress and can help prevent suicide. Resilience is an individual's ability to endure life's pressures and grow and develop through those experiences. An individual's resilience can be influenced by self-compassion, defined as an individual's personal ability to show kindness to oneself when facing difficulties or suffering. Several research studies findings indicate that self-compassion has a positive relationship with resilience. However, one study found that the influence of self-compassion on resilience is shallow. Furthermore, research on the influence of self-compassion on resilience conducted on junior high and high school students is still minimal. Referring to these descriptions, this research aims to test self-compassion's influence on adolescents' resilience in Central Java.

2. Method

In this section, the author delineates several aspects of the research methodology. These aspects serve as the research framework and provide an overview of how the study is conducted. The specified aspects include (1) research approach and design, (2) research procedures, (3) research subjects, (4) research instruments, and (5) data analysis techniques. The following is an explanation of the five aspects of the research methodology.

2.1. Research Approach and Design

This study aims to determine the contribution of self-compassion to adolescent resilience in Central Java. This research was conducted with a quantitative approach. The research design used is non-experimental with ex-post-facto type. Azwar (2017) explains that ex-post facto research helps know the causal relationship without being given treatment. Researchers collected data related to the self-compassion and resilience of adolescents in Central Java without giving treatment.

2.2. Research Procedure

This research procedure is divided into four stages, namely: (1) preparation, (2) implementation, (3) data processing, and (4) conclusion. The preparation stage identified and determined the problems or phenomena conducted theoretical studies on the two variables studied, and analyzed relevant previous research. At the implementation stage, researchers developed and tested instruments, which were then disseminated through online media to make the data obtained more comprehensive. The data processing stage in this study uses simple regression analysis with several classical assumption tests. The last activity in this study is concluding to answer the formulation of problems and research objectives

2.3. Participants

The research participants are 1512 adolescents aged 11 to 18 in Central Java. Adolescents as participants in this study have a broad but limited scope for students from junior high school/equivalent to senior high school/equivalent. The sampling technique used in this research is convenience sampling, a sample collection technique based on the researcher's will and freedom (Sugiyono, 2016). This sampling technique is employed to facilitate the research and collect respondents with a broad scope, thus covering all adolescents in Central Java with predetermined criteria. Furthermore, Creswell (2014) states that convenience sampling allows for selecting samples at the right place and time.

2.4. Instrument of Research

The data collected in this study utilized a non-test technique in the form of psychological scales. The researcher developed two psychological scales: the self-compassion scale and the

resilience scale. The self-compassion scale consists of 26 valid statement items with a reliability coefficient of 0.781, developed based on Neff's theory in 2003. It comprises three indicators: self-kindness, common humanity, and mindfulness. The resilience scale consists of 24 valid statement items with a reliability coefficient of 0.786, developed based on Ungar's theory in 2013. It includes three indicators: personal resilience, relationship with caregivers, and sense of belonging.

2.5. The Data Analysis Technique

The data analysis used in this study is simple regression analysis. Simple regression analysis is employed to measure the extent of the influence of the independent variable on the dependent variable and to provide predictions of the dependent variable using the independent variable (Ghozali, 2016). In this study, simple regression analysis aims to determine self-compassion's contribution to adolescents' resilience in Central Java. Before conducting simple regression analysis, prerequisite tests are needed to assess the data's suitability when tested using parametric statistics. The prerequisite tests, also referred to as classical assumption tests, include (1) normality test, (2) linearity test, and (3) heteroskedasticity test.

3. Results and Discussion

3.1. Results

This research was conducted on 1512 adolescents in the high school level, with 857 individuals from Senior High School or its equivalent and 655 individuals from Junior High School or its equivalent. The respondents included 652 males and 860 females. The age distribution of the respondents ranged from 11 to 18 years, with 93 individuals aged 18, 233 individuals aged 17, 265 individuals aged 16, 295 individuals aged 15, 200 individuals aged 14, 277 individuals aged 13, 144 individuals aged 12, and 5 individuals aged 11. Further demographic data of the respondents can be seen in Table 1.

Table 1. Demographic Data of Respondents

Variable	(n)	Percentage (%)
Education Level		
Senior High School/equivalent	857	57%
Junior High School/equivalent	655	43%
Sex		
Male	652	43%
Female	860	57%
Age		
18	93	7%
17	233	15%
16	265	17%
15	295	20%
14	200	14%
13	277	18%
12	144	8%
11	5	1%

The simple regression test was conducted after all data passed the classical assumption tests to ensure that the data was unbiased and produced valid results. The classical assumption

tests include (a) normality test, (b) linearity test, and (c) heteroskedasticity test. The results of these three tests indicate that the data is usually distributed linearly, and there is no heteroskedasticity. The simple regression test results describing self-compassion's influence on adolescent resilience are presented in Table 3.2.

Table 2. Influence of Self-compassion on Adolescent Resilience

Variabel	R	R ²	β	t	p
<i>Self-compassion</i>	.583	.340	.583	117.614	0.000

Note: R = R table; R² = coefficient of determination; β = regression coefficient; t = t table; Sig = significance value

Table 2 indicates a significant influence of self-compassion on resilience, as evidenced by the Sig value of 0.000. This result explains that the regression coefficient is positive, meaning that self-compassion positively affects resilience. Self-compassion contributes 34% to resilience, as observed from the coefficient of determination with a value of 0.340.

3.2. Discussion

This research aims to examine the influence of self-compassion on adolescent resilience. The analysis results indicate a positive effect of self-compassion on adolescent resilience. This suggests that adolescents with warm, understanding attitudes and the ability to help themselves will be able to rise from adversity. The findings of this study confirm Tan's (2023) research on the mediating variable effect of self-compassion on adolescent resilience, indicating that self-compassion directly influences resilience. Additionally, the study by Dan et al. (2023) shows a positive relationship between self-compassion and resilience. Yustika and Widayari (2021) support that adolescents with high self-compassion can better accept themselves and recover from failures. Adolescents with self-compassion are more open to facing problems and not isolated in their thoughts, making them more capable of overcoming challenges (Allen & Leary, 2010; Raes et al., 2010).

In other studies, it is mentioned that self-compassion can facilitate adolescents in facing problems (Breines & Chen, 2012). Adolescents experiencing failures in life are better able to forgive themselves and quickly rise to seek solutions. This is because adolescents with high self-compassion are better able to control themselves, manage emotions, and view problems positively than those with low self-compassion (Leary et al., 2007). Adolescents with low self-compassion tend to blame themselves when facing problems and are unable to understand their conditions. Through self-compassion, the tendency to blame oneself can be transformed by thinking more wisely, accepting oneself, and reflecting on oneself, enabling a comprehensive view of the situation (Warren et al., 2016).

Self-compassion also teaches adolescents to perceive that problems are something normal experienced by people in general (Smith, 2015). People facing problems tend to think their issues are too heavy, and others have never experienced them. Conversely, if someone thinks that problems are usual and others have also experienced them, they tend to be calm and able to think clearly. Roeser and Pinela (2014) assert that adolescents with self-compassion reduce feelings of guilt and oppressive conditions. Ultimately, challenging and unpleasant conditions become the best lessons for developing experiences and life.

The findings of this study also strengthen previous theoretical studies on the influence of self-compassion on resilience. The analysis results indicate that self-compassion contributes 34% to resilience, as observed from the coefficient of determination with a value of 0.340. This means that other factors influence 66% of resilience. These findings align with previous research results, stating that various factors influence resilience. Some experts say that resilience is influenced by several factors, including: (1) psychological characteristics (Mealer et al., 2017); (2) social and interpersonal relationships; (3) internal conditions (Wahyudi & Partini, 2017); (4) genetic factors; (5) neurological and cognitive factors (Wu et al., 2013); and (6) environmental and community factors (Panzeri et al., 2021). Psychologically, resilience can be developed through positive coping skills, optimism, humor, and cognitive processes (Mealer et al., 2017). Good social and interpersonal relationships, social networks, and trust to expand relationships with others influence resilience. In addition, internal conditions, such as optimism, positive thinking, and high spirituality, contribute to individual resilience (Wahyudi & Partini, 2017). Wu et al. (2013) state that genetic factors significantly contribute to resilience against trauma and stress. Another factor influencing resilience is the cognitive processes in the brain that produce positive coping mechanisms. Panzeri et al. (2021) add that environmental and community factors affect resilience, including socio-economic conditions, communities, and society in general.

Several factors influencing resilience are related to the components forming self-compassion. Positive components forming self-compassion include self-kindness, common humanity, and mindfulness (Neff, 2003). Self-kindness is a kind attitude towards oneself or treating oneself with empathy, kindness, and understanding, especially in difficult times. In other words, self-kindness is related to treating oneself well and focusing on one's goodness (optimism) rather than blaming oneself (Dreisoerner et al., 2021). This aligns with Mealer et al.'s (2017) and Wahyudi and Partini's (2017) opinions that an individual's optimism influences resilience. Additionally, Ferrari et al. (2019) and Zessin et al. (2015) reinforce that self-compassion contributes to the formation of an individual's psychological well-being and an optimistic attitude. In other words, optimism can be formed from self-compassion and influences the formation of resilience

4. Conclusion

This research yields findings that self-compassion positively influences resilience with an R Square value of 0.348, meaning that self-compassion contributes 34.8% to resilience. This data implies that the higher the self-compassion of adolescents in Central Java, the higher their resilience will be. When adolescents in Central Java can show kindness, warmth, and goodness to themselves, they can adapt and possess psychological resilience when facing challenging situations. Conversely, suppose adolescents in Central Java tend to self-criticize, perceive themselves as powerless, and lack confidence in their abilities. In that case, they may become individuals who easily give up, feel despair, and tend to avoid problems.

This research has implications for Guidance and Counseling teachers in Central Java to provide services to enhance adolescents' self-compassion, thus increasing their resilience. The services provided can include essential services (classical guidance, group guidance) and responsive services (group counseling, individual counseling). Furthermore, future researchers can conduct experimental studies to prove the effectiveness of interventions such as psychological assistance services to enhance self-compassion and resilience among adolescents in Central Java. Subsequent researchers can also engage in Developmental

Research to develop models or media that can be used to provide services to enhance self-compassion and resilience among adolescents in Central Java.

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