



The Effect of Self-Compassion on Resilience in Students Affected by Divorce

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ABSTRACT

This study aimed to determine the general description of resilience and self-compassion in students who were victims of divorce, as well as to identify the effect of self-compassion on resilience. This study used a quantitative approach with a correlational research design. The sample consisted of 169 respondents. The results showed that most students were in the moderate category regarding resilience, while self-compassion was mostly in the moderate category and the rest in the low category. The R-squared value of 0.048 (4.8%) indicates that self-compassion has a 4.8% influence on the resilience of student victims of divorce. The study's conclusion shows that guidance and counseling services with a classical guidance approach can increase students' self-compassion to strengthen their resilience. The implication of this finding is the importance of increasing self-compassion to support the development of resilience in students from divorced families.

KATA KUNCI

Self-compassion;
Resiliensi;
Siswa

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui gambaran umum resiliensi dan self-compassion pada siswa korban perceraian, serta mengidentifikasi pengaruh self-compassion terhadap resiliensi. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional. Sampel yang digunakan sebanyak 169 responden. Hasil penelitian menunjukkan bahwa mayoritas siswa berada pada kategori sedang dalam resiliensi, sementara self-compassion sebagian besar berada pada kategori sedang dan sebagian lainnya pada kategori rendah. Nilai R square sebesar 0,048 (4,8%) menunjukkan bahwa self-compassion memberikan pengaruh sebesar 4,8% terhadap resiliensi siswa korban perceraian. Kesimpulan penelitian menunjukkan bahwa layanan bimbingan dan konseling dengan pendekatan bimbingan klasikal dapat digunakan untuk meningkatkan self-compassion pada siswa dalam rangka memperkuat resiliensi mereka. Implikasi dari temuan ini adalah pentingnya peningkatan self-compassion sebagai upaya untuk mendukung pengembangan resiliensi siswa yang berasal dari keluarga bercerai.

1. INTRODUCTION

Divorce is an official separation between a husband and wife, and they decide not to carry out their duties and obligations as husband and wife. Divorce will cause hurt, anger, neglect, and feelings of unlovedness, which will remain in their hearts until adulthood (Cole, 2004). Problems that lead to divorce can be seen from the beginning of the relationship, or they can arise and worsen during the marriage (Huston et al., 2001). In Indonesia, the phenomenon of divorce continues to increase every year. Based on data from the Directorate General of Religious Courts of the Supreme Court of the Republic of Indonesia, in the 2014-2016 period, divorce in Indonesia increased from 344,237 cases in 2014 to 365,633 in 2016 (Muhyiddin, 2018).

Furthermore, in 2017, it increased to 374,516; in 2018, it increased further to 408,202 cases (Statistika, 2019). The causes of this increase in divorce are dominated by several factors, including disputes, economic problems, one partner leaving home, and domestic violence (Setyorini & Wahyudi, 2019). Santrock (2007) explains that adoles-

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cents whose parents are divorced are at greater risk of having academic problems, exhibiting external problems (such as behavioural problems and delinquency) and internal problems (such as anxiety and depression), being less socially responsible, and so on.

The impact of parental divorce will also cause problems, especially in adolescence (Wangge et al., 2013). These problems affect adolescent development, which requires greater mental adjustment, attitude formation, values, and new interests (Hurlock, 2006). Children whose parents are divorced become easily angry and frustrated, and want to vent their feelings by doing things that are contrary to social norms or rules. Their status as children of divorce makes them feel different from other children (Hafiza & Mawarpuy, 2018).

Children whose parents are divorced tend to feel that they do not receive enough attention and affection from their parents, so they feel insecure, behave cruelly or disturb others who are younger or towards animals, show anxiety, fear, and feel that they have lost a place to take refuge (Ramdhani, 2019). Every child faced with parental divorce will inevitably feel burdened and depressed. An individual's ability to bounce back from this challenging situation is called resilience. Resilience is the process or successful outcome of adapting to complex and threatening situations. These difficulties and crises are dynamic in individual development (Oshio et al., 2003).

Resilient adolescents have goals, hopes, and plans for the future, a combination of perseverance and ambition in achieving the desired results. If adolescents have good resilience, they will tend to be able to give love and complete attention to themselves when experiencing challenging situations, which will later help them to rise from these situations. Einsenberg (2003) states that individuals with high levels of resilience can adapt to various conditions to change circumstances and are flexible in solving problems, while individuals with low levels of resilience have little adaptive flexibility, are unable to react to changes in circumstances, tend to be stubborn or become chaotic when facing changes or pressure, and experience difficulties in readjusting after traumatic experiences.

According to Rananto & Hidayati (2017), one of the supporting factors within the individual that can help prevent individuals from experiencing despair from difficult conditions, feelings of self-blame, and the emergence of feelings of self-love is called Self-Compassion. The concept of Self-Compassion, as described by Neff (2003), is understanding and kindness towards oneself when facing suffering, experiencing failure, or making mistakes without judging one's shortcomings or weaknesses, imperfections, or failures, and acknowledging that one's experiences are part of the human experience in general.

According to Neff (2003), the factors influencing self-compassion are environment, age, and culture. Individuals from warm family environments will have higher self-compassion than individuals from troubled family environments. In addition, adolescents in their egocentric phase and Asian cultures that tend to be more self-critical will also have high self-compassion. Adolescents with self-compassion tend to be more open to other people's suffering, do not avoid or break off relationships, and thus develop a desire to alleviate other people's suffering and heal themselves with kindness (Neff, 2003). Someone with self-compassion can eliminate negative emotions with full awareness and empathy (Neff, 2003). Sofiachudairi & Setyawan (2016) stated that a significant positive relationship exists between self-compassion and resilience in students working on their thesis. This shows that self-compassion relates to a person's resilience in difficult situations.

Guidance and counseling play an important role in helping students become independent and develop optimally in personal and social development, learning abilities, and career planning (Yusuf & Nurihsan, 2014). Yusuf (2009) revealed that personal guidance is important because it aims to facilitate students in understanding their characteristics, developing their potential abilities, and solving the problems they experience. Meanwhile, counseling helps develop self-compassion, the ability to be kind and non-judgmental towards oneself when facing failure or difficulties. In this way, guidance and counseling help students become more empathetic and emotionally healthy individuals who can better overcome academic and daily life challenges (Bluth & Blanton, 2015).

Research on the influence of self-compassion on resilience in students who are victims of divorce is fundamental because parental divorce can have a significant psychological impact on children, such as feelings of anxiety, depression, and decreased self-confidence. Resilience, the ability to bounce back from difficulties, is key in helping students overcome such trauma. Meanwhile, self-compassion, the ability to show kindness to oneself in times of difficulty, can serve as an effective coping mechanism to reduce the adverse effects of divorce.

The general objective of this study is to reveal the influence of self-compassion on resilience in students who are victims of divorce. Specifically, this study aims to describe self-compassion and resilience in students who are victims of parental divorce. It also aims to determine the significance of self-compassion in influencing resilience in students who are victims of divorce in grade IX at SMPN 2 Tasikmalaya, SMPN 3 Tasikmalaya, SMPN 4 Tasikmalaya, SMPN 5 Tasikmalaya, SMPN 6 Tasikmalaya, and SMPN 10 Tasikmalaya.

2. METHOD

2.1 Research Design

This study uses a quantitative approach with a correlational descriptive research design. The quantitative approach tests specific theories by examining the relationship between variables, which in this case are self-compassion and resilience in student victims of divorce (Creswell, 2017). A correlational descriptive design was chosen because it aims to describe and identify the relationship between the two variables using basic descriptive statistics such as standard deviation and inter-variable correlation (Heppner et al., 2008). Thus, this study focuses on understanding the relationship between self-compassion and resilience in students who are victims of divorce.

2.2 Research Subjects

The population in this study consisted of ninth-grade students from SMP Negeri 2, 3, 4, 5, 6, and 10 Tasikmalaya, with a total of 1,045 students. The sampling technique used was purposive sampling, which is based on specific considerations relevant to the research objectives (Sugiyono, 2008). The sample in this study consisted of students from divorced families, who were expected to provide a more specific description of the influence of self-compassion on resilience. Based on the appropriate sample calculation, 169 students were selected for this study.

2.3 Data Collection

Data were collected using two main instruments: the self-compassion scale and the resilience scale. The self-compassion scale consists of 26 statement items, of which 24 were declared valid after testing using the Winstep Statistics application with a significance level of 5%. The resilience scale consists of 16 statements declared valid after the same validity test. Validity was tested by comparing the calculated R value with the table R. In addition, the reliability of both scales was tested using Cronbach's alpha, which showed a value of 0.80 for the self-compassion scale and 0.57 for the resilience scale, both of which are in the good reliability category (Priyastama, 2017).

2.4 Data Analysis

The collected data were analysed using descriptive statistics to describe the characteristics of self-compassion and resilience in students. To test the effect of self-compassion on resilience, a correlation analysis was performed using the Statistical Package for Social Science (SPSS) or other statistical software. This correlation test aims to determine whether there is a significant relationship between self-compassion and resilience in students who are victims of divorce. The results of this analysis are expected to provide deeper insight into the role of self-compassion in increasing the resilience of students who experience parental divorce.

3. RESULTS AND DISCUSSION

3.1 Results

Based on the research objectives, namely, to reveal the influence of Self-Compassion on resilience in students who are victims of divorce. Specifically, this study aims to determine the description of Self-Compassion resilience in students who are victims of parental divorce. It also aims to determine how significantly Self-Compassion affects resilience in students who are victims of divorce in grade IX at SMPN 2 Tasikmalaya, SMPN 3 Tasikmalaya, SMPN 4 Tasikmalaya, SMPN 5 Tasikmalaya, SMPN 6 Tasikmalaya, and SMPN 10 Tasikmalaya.

a) Resilience Results in Students Affected by Divorce

Table 1. Descriptive Analysis Results of Resilience

N	169
Mean	60,7
Median	61
Modus	59
Variansi	26,10
Standar Deviasi	5,1
Maximal	80
Minimal	16

Table 2. Descriptive analysis of the percentage of *self-compassion*

Score Range	Category	Frequency	Percentage (%)
$X < 32$	0 – 32	Low	0
$32 \leq X \leq 64$	32 – 64	Moderate	141
$X > 64$	65 – 96	High	28
Total		169	100%

Based on Table 2, questionnaires were obtained from 169 students from six schools, including SMPN 2 Tasikmalaya, SMPN 3 Tasikmalaya, SMPN 4 Tasikmalaya, SMPN 5 Tasikmalaya, SMPN 6 Tasikmalaya, and SMPN 10 Tasikmalaya. The general description of resilience shows that none of the students fell into the low category. Furthermore, in the medium category, there were 141 students, or 83.43%, who fell into this category, meaning that these students could cope quite well with changes in their lives, maintain their health under stressful conditions, and recover from setbacks. Meanwhile, in the high category, there is a percentage of 16.57% with a frequency of 28 students. Students who fall into this category can cope very well with changes in their lives at a high level and can bounce back from adversity and overcome it, change their way of life when the old way is not felt to be in accordance with the existing conditions, and face problems without resorting to violence.

b) Results of Descriptive Analysis of Students' Level of Self-Compassion

The researcher conducted a descriptive analysis using Winstep Statistics to measure the level of self-compassion in 169 students. The results of the descriptive analysis are shown in Table 3 as follows.

Table 3. Results of Descriptive Analysis of Resilience

N	169
Mean	79,1
Median	79
Modus	81
Variansi	68,9
Standar Deviasi	8,3
Maximal	130
Minimal	26

Table 4. Descriptive analysis of the percentage of *self-compassion*

Score Range	Category	Frequency	Percentage (%)
$X < 52$	0 – 51	Low	0
$52 \leq X \leq 78$	52 – 78	Moderate	169
$X > 104$	105 – 130	High	0
Total		169	100%

Based on questionnaire data involving 169 students from six schools, including SMPN 2 Tasikmalaya, SMPN 3 Tasikmalaya, SMPN 4 Tasikmalaya, SMPN 5 Tasikmalaya, SMPN 6 Tasikmalaya, and SMPN 10 Tasikmalaya, the description of self-compassion shows that most students are in the moderate category. There are 169 students in the moderate category, with a percentage of 100% of the total respondents falling into this category. Students with moderate self-acceptance generally have good abilities to change themselves. Most students have moderate acceptance, meaning that they are satisfied with what they have, accept their circumstances, feel that they are the ones who suffer the most, distance themselves from others who are considered better than themselves, and feel that they are experiencing adverse circumstances without exaggerating the situations and feelings they experience when they encounter difficulties, shortcomings, and failures in their lives. They also show relatively good ability to manage their acceptance of themselves and kindness to themselves when experiencing failure. Furthermore, no students fall into the low or high categories.

c) The Effect of *Self-Compassion* on Resilience in Students Affected by Divorce

There is a hypothesis regarding the influence of self-compassion on resilience in students who are victims of divorce. To test this hypothesis, data on self-compassion were collected and analysed. The following table presents the results of the correlation analysis between self-compassion and resilience obtained from the collected data.

Table 5. Linear Regression Equation Results

Model Summary - RESILIENCE ▼

Model	R	R ²	Adjusted R ²	RMSE	R ² Change	df1	df2	p
M ₀	0.000	0.000	0.000	5.109	0.000	0	168	
M ₁	0.219	0.048	0.042	5.000	0.048	1	167	0.004

Note. M₁ includes SELF COMPASSION

Based on the analysed data, a significant correlation ($R=0.219$) and p -value= 0.004) was found between *self-compassion* and resilience. This indicates a positive correlation. In other words, this positive correlation shows that the higher an individual's resilience in facing problems, the higher their self-compassion or love and acceptance of themselves (*Self-Compassion*).

Furthermore, ($R^2 = 0.048$) shows that the Self-Compassion variable can explain approximately 4.8% of the variation in the Resilience variable. Thus, other variables influence approximately 95.2% of the resilience variation. This indicates that, in addition to self-compassion, other factors contribute significantly to resilience, which may need to be further investigated.

3.2. Discussion

a) Overview of Resilience in Students Affected by Divorce

The study's results show that resilience can be categorized into three levels: mild, moderate, and severe. In the mild category, students with low resilience exhibit several symptoms that tend to be disruptive, such as students who often give up easily when facing difficulties at school and students who often feel insecure and hopeless. Students with moderate resilience have sufficient ability to face challenges, recover from difficult experiences, and set goals for the future, but still have shortcomings in every aspect. Students with high resilience can face difficulties with confidence and optimism, accept criticism, and manage stress well. As Oshio explained, resilience includes novelty seeking, emotional regulation, and positive future orientation (Nakaya et al., 2006).

According to Oshio et al. (2003), resilience is important in overcoming problems and facing adverse events. The factors that influence resilience include individual, family, and social environmental factors (Mir'atannisa et al., 2019). Students who experience parental divorce may have low or insufficient resilience, which can hurt them. These impacts can affect their resilience, psychological condition, and development. The psychological impacts that victims of parental divorce can experience include suicidal ideation, difficulty improving mental health, anxiety, depression, psychosomatic symptoms, and problems with peer relationships (Slee & Skrzypiec, 2016).

According to Ungar (2013), resilience is the ability of individuals and their environment to interact in a way that optimizes their development process after a stressful event. Greenberg & Honnor (2016) define resilience as protection or a positive process that can reduce maladaptive behaviour under stressful or risky conditions. Connor & Davidson (2003) define it as a personal quality that enables a person to thrive in the face of adversity. According to Desmita (2006), resilience is a human capacity possessed by an individual, group, or community that enables them to face, prevent, and eliminate the effects of a problem. Another definition of resilience is put forward by Reivich & Schatte (2006), who state that resilience is the ability to persevere and adapt to unfavourable circumstances. This means resilient individuals can adjust when they find themselves in unpleasant situations. This means that individuals will be able to adapt to the conditions in their lives and persevere in less-than-pleasant circumstances.

Therefore, it is important to increase the resilience of children of divorced parents so that they have inner strength. Resilience can be increased by having abilities such as facing challenges, controlling emotions, and having hopes and goals. Individuals can improve these abilities through their own abilities and the help and support from their environment.

b) Overview of self-compassion in students who are victims of divorce

Self-compassion can be categorized into three levels: mild, moderate, and severe. In the mild category, students with low self-compassion show several symptoms, such as feeling unworthy or inadequate and having difficulty accepting mistakes or failures.

Furthermore, students with moderate self-compassion sometimes criticize themselves, but can also accept mistakes and criticism. Finally, students who experience high self-compassion can accept and forgive themselves

and accept their mistakes as life lessons. Research shows that the condition of self-compassion is in the moderate category, meaning that most students are quite understanding towards themselves and realize that difficulties are part of life. They are quite capable of accepting and being sincere in all forms of difficulties, shortcomings, and failures experienced as part of their lives.

However, they still tend to attack and criticize their shortcomings when faced with failure, suffering, sadness, and imperfection (Neff, 2003). Self-compassion is an attitude or feeling of love, openness to the suffering experienced, and caring for oneself (Neff, 2003).

According to Neff (2003), self-compassion is influenced by several factors, namely gender, culture, personality, and age, which are related to higher levels of self-compassion, because older people usually accept themselves more. Rananto and Hidayati (2017) explain that self-compassion is one of the supporting factors within adolescents that can help prevent individuals from experiencing a breakdown due to difficult circumstances, self-blame, and depression. Self-compassion helps adolescents understand themselves when experiencing difficulties that affect their mental health. Adolescents with low self-compassion may experience anxiety, self-loathing, and isolation in failure, which can lead to depression. Based on interviews conducted, researchers observed that adolescents could cope with family divorce due to self-compassion within themselves, enabling them to live their lives well. *Self-compassion* can help adolescents experiencing problems see themselves positively, engage in enjoyable activities, and build positive relationships (Klinge & Van Vliet, 2019).

c) The Influence of *Self-Compassion* on Resilience

Self-compassion has a significant and close influence on resilience. Research shows that there is a significant positive relationship between self-compassion and resilience in students who are victims of divorce. This means that the higher the self-compassion, the higher the resilience in students who are victims of divorce, and conversely, the lower the self-compassion, the lower the resilience in students who are victims of divorce. Sonya (2021) found a positive relationship between self-compassion and resilience in students who are victims of divorce.

The study explains that people with high self-compassion can help teenagers love themselves more, accept complex problems or situations without judging themselves, and view the problems they face as something everyone experiences. Adolescents with good self-compassion have an attitude of loving themselves, are open to the suffering they experience, and do not judge themselves when they encounter problems. Individuals who love themselves can persevere under challenging situations, enabling them to rise above the difficult situations they experience. *Self-compassion* can help teens experiencing problems see themselves positively, engage in enjoyable activities, and build positive relationships with others (Klinge & Van Vliet, 2019). When students who are victims of divorce have good self-compassion, they can see this condition as something normal to experience and view themselves positively to rise above this situation. *Self-compassion* can help adolescents overcome difficult situations by developing curiosity and resilience (Bluth et al., 2018). Therefore, adolescents who have good self-compassion can develop good resilience skills.

According to Neff (2003), several factors, including the family environment, influence self-compassion. Individuals who experience warmth within their families have harmonious and supportive relationships. Therefore, children will feel the love between family members and have high self-compassion. Conversely, individuals who are in dysfunctional families and lack attention from their parents tend to have low self-compassion.

This is in line with the results of this study, which show that parental divorce is a factor in low levels of self-compassion in adolescents. High self-compassion in individuals can improve psychological well-being, including increased happiness, optimism, initiative, and connection with others (Neff, 2010).

Thus, students with high self-compassion can persevere in the face of difficulties or, in other words, have a higher level of resilience than students with low self-compassion. Therefore, with high self-compassion, it is hoped that adolescents facing parental divorce will be able to persevere under challenging conditions after divorce, so that they can resume their lives as before to achieve their goals. Therefore, with high self-compassion, it is hoped that students facing parental divorce can endure difficult conditions after divorce, enabling them to resume their lives to achieve their goals.

4. RESEARCH IMPLICATIONS

Self-compassion can increase positive values about oneself, eliminate negative emotions, and increase feelings of connection with others (Neff, 2010). Therefore, self-compassion can be a protective factor that increases adolescents' resilience, preventing them from blaming themselves and becoming too depressed when facing difficult circumstances. In this context, self-compassion and resilience play a role in helping adolescents who are victims of

parental divorce. Improving their ability to develop resilience and self-compassion will help adolescents adapt to their environment and circumstances.

The importance of developing resilience and self-compassion in adolescents can be achieved by developing self-awareness to overcome all problems in every aspect of life, thereby helping to improve resilience. Then, they can get used to viewing a situation or problem as something everyone experiences, so they do not dwell on their difficulties. In the social environment of adolescents, especially the family, it is expected that they can establish good relationships and support children so that they do not feel a loss of compassion from their immediate environment and reduce the negative impact that may arise after their parents' divorce. Therefore, efforts to increase self-compassion and resilience need to be prioritised in education for adolescents through classical guidance services provided by guidance and counseling teachers at school.

5. CONCLUSION

Based on the analysis, a significant positive correlation was found between Self-Compassion and resilience in students from divorced families. This indicates that students with higher levels of Self-Compassion tend to show greater resilience in coping with challenges related to their parents' divorce. In other words, the more students cultivate self-kindness and understanding, the better equipped they are to recover from emotional setbacks and maintain their well-being. Conversely, students with lower levels of Self-Compassion exhibit diminished resilience, making it more challenging to manage the emotional turmoil associated with their experiences. The findings suggest that promoting Self-Compassion can substantially enhance resilience, which is crucial for students navigating the complexities of life after divorce.

This positive correlation highlights the potential of Self-Compassion as an essential factor in fostering resilience in adolescents. Self-Compassion allows individuals to treat themselves with kindness during times of struggle rather than engaging in self-criticism, often leading to feelings of inadequacy or hopelessness. When students from divorced families practice Self-Compassion, they can better manage negative emotions and develop a healthier perspective on their circumstances. This internal resource enables them to bounce back more effectively from adversity, maintaining emotional stability and personal growth despite their challenges. In this sense, Self-Compassion becomes a mechanism for emotional healing and a powerful tool for building long-term resilience.

The overall picture of resilience among students from divorced families shows considerable variability. Most students fall into the moderate category, suggesting that while many possess some level of resilience, there is room for improvement. This moderate resilience indicates that students have learned to cope with their parents' separation. However, they may not yet have developed the full range of coping strategies necessary for optimal emotional functioning. Similarly, most students also fall into the moderate category for Self-Compassion, with only a few demonstrating low levels. This pattern reveals a critical area for intervention, as students who display low Self-Compassion may struggle more with emotional recovery. By increasing Self-Compassion through targeted programs, students can build stronger emotional resilience, better equipping them to face future challenges with greater confidence and stability. This study's findings emphasise the importance of integrating Self-Compassion training into support programs for students affected by divorce, as it could help enhance both their emotional well-being and their capacity to thrive despite difficult circumstances.

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AUTHOR CONTRIBUTION STATEMENT

All authors contributed to this research. Nabilah Salsabila Rahman conceptualized the study and supervised the overall research process. Gian Sugiana Sugara was responsible for data collection and statistical analysis. Anandha Putri Rahimsyah contributed to the literature review and manuscript drafting. All authors discussed the results, revised the manuscript critically, and approved the final version.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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