

Self-Compassion Overview in High School Students

M. Fiqri Syahril¹, Elwas Berdha Krismona², Nengsi Dahma Yanti³, Santy Andrianie⁴, Arifah Wulandari⁵

¹, Prodi Bimbingan dan Konseling, Universitas Negeri Makassar, Indonesia

^{2,4,5}, Prodi Bimbingan dan Konseling, Universitas Sebelas Maret, Indonesia

³, SMA Negeri 4 Pekanbaru

Corresponding author : elwas@staff.uns.ac.id

ARTICLE INFO

Article history:
Received 19 May 2025
Revised 17 Juny 2025
Accepted 29 Juny 2025

Keywords:
self-compassion;
high school;
service guidance;

ABSTRACT

Self-compassion is the attitude of compassion and love to be Alone in facing failure, difficulty, and experiencing bad things. In participants of high school age, self-compassion becomes part of task developments that measure measuring in organization service guidance and counseling in schools. Research This aims to provide an overview of the self-compassion of the participants who were educated at SMA Negeri 2 Subang. The method used is quantitative, with a descriptive approach to statistics. Respondents consist of over 401 participants educated class X at SMA Negeri 2 Subang. The study results show that as many as 55 participants have self-compassion in the category low, 274 participants have self-compassion in the category moderate, and 72 participants have self-compassion in the category high.

ISSN: 2722-2365 (Online) 2722-2357 (Print)

Introduction

Implementation of education is not free from various obstacles, including those experienced by participants as subjects in education. Implementation of education shows multiple obstacles, including those experienced by teachers and participants (Shernoff et al., 2017). One of the obstacles experienced by educated participants, for example, is difficulty and failure. Difficulty or failures experienced by participants have an impact on not getting it. Participant education in accepting conditions can depict low self-compassion(Allen & Leary, 2010; Neff et al., 2005). Self-compassion is a form of love for oneself when experiencing failure, deficiency, or difficulty. Self-compassion is a form of reception of self alone that leads to incidents or conditions experienced by the individual. Failure, difficulty, and all experiences are natural (Germer & Neff, 2013).

In assignment development, participants are educated, and self-compassion is an aspect of personal development. Task development was made to measure the organization of school service guidance and counselling. Guidance in environmental education is a process of giving help to participant education that is implemented sustainably, so that participants are educated to understand themselves, specifically their potential self, and reach task development (Aqib, 2020; Yusuf, Syamsu, Nurihsan, 2012). Participants are expected to be educated, capable, accept themselves, behave positively, and dynamically condition themselves, prepare themselves, and change physical and psychological problems that occur in themselves. Participants who can fulfil task developments in a specific period will experience happiness. However, if they fail, it will cause unhappiness and hinder the fulfillment of task development in the next period. Task development is a process that arises during a specific period in an individual's life. If a task is completed successfully, it can bring happiness and success temporarily; if it fails, it will cause unhappiness in the individual (Havighurst, 1961; Rudiyanto, 2020).

Participants are from Class X Senior High School, which is in the category of teenagers. At the age of a teenager, the individual will experience growth and rapid physical, psychological, and intellectual development. Various problems will appear at the age of teenagers. In Indonesia, problems are divided into three important matters: problems of morality, social problems, and problems of culture (Aisyaroh et al., 2022). Self-compassion plays an important role for teenagers. Research conducted by Dyah Anindita & Zulida Situmorang (2024) stated that self-compassion plays a significant role in aggressive teenagers; teenagers with high self-compassion tend to exhibit less aggressive behavior. The statement is supported by (Permatasari et al., 2024), who stated that teenagers with high self-compassion exhibit a trend in understanding and managing their emotions, recognizing other people's emotions, and responding adaptively.

Self-compassion is a form of self-acceptance, which refers to the situation or events experienced by an individual, including Good failures, difficulties, and all bad experiences (Germer & Neff, 2013). Self-compassion is developed at first with acceptance of oneself for the individual, including accepting weaknesses and difficulties experienced. Rogers said reception self is individuals who have realistic view about the world so that own more views accurate about the existing potentials in himself, more open to experience, and have view positive about Who himself in fact (Feist & Feist, 2008).

Various studies have been done on self-compassion in participants. High school students in Indonesia are primarily subject to their low self-compassion category (Fauzi, 2020; Harahap, 2021; Hidayati, 2015; Sari, Y. H, Dewi, A. P, D, 2022; Wahyuni & Arsita, 2019). Research to participant high school students in grades X and XI in Pekanbaru as many as 51.3% have low self-compassion (Sari, Y. H, Dewi, A. P, D, 2022), research at Pondok Pesantren also found that 254 female students (71.3%) had low self-compassion (Hidayati, 2015), research at SMA Negeri 11 Bandung on the subject participant educate underachievers partly prominent participant educate have low self-compassion (Fauzi, 2020), at MA in Aceh Besar 60.3% of participants educate have moderate self-compassion and 16.8% low (Harahap, 2021), and so on studies introduction given to participants High school students in Central Jakarta account for 61.11% of subjects have low self-compassion (Wahyuni & Arsita, 2019).

Based on the background explained, the researcher aims to study a participant's self-compassion overview at SMA Negeri 2 Subang.

Method

A study about participant self-compassion overview educates. The method used is quantitative, with a descriptive approach to statistics. Steps in the study: This started with a compilation of instruments, data collection, data processing, and writing a report of the research results. The subject study is a participant education class X of SMA Negeri 2 Subang. Data was collected with a shared questionnaire study to educate participants in class X of SMA Negeri 2 Subang, which is spread across 12 classes.

Respondents were requested to fill out 25 modified self-compassion items from the self-compassion scale (SCS), which has been translated to Indonesian via the Indonesian language of Hall University of Education, tested for eligibility by 3 expert lecturers in guidance and counselling and a readability test by 4 high school students who were not part of the sample research. The instrument consists of 6 aspects: (1) self-kindness, (2) self-judgment, (3) common humanity, (4) isolation, (5) mindfulness, and (6) over-identification. The instrument uses an alternative answer in the form of a Likert scale, ranging from 1 to 3, to find out participants ' self-compassion tendencies. Educate. Analysis techniques, statistical test data, descriptive statistics using quantitative data, for count results, questionnaire, and present findings about participant self-compassion, an overview of students at SMA Negeri 2 Subang.

Findings and Discussion

Findings

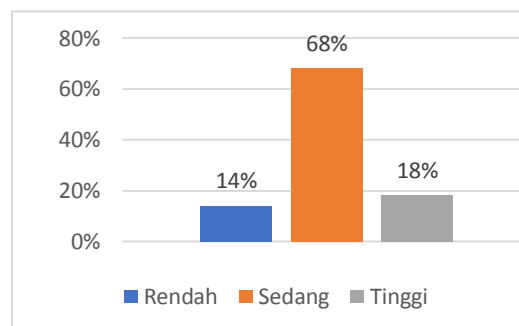
A study on self-compassion involved 401 participants, an educational class X at SMA Negeri 2 Subang, year teachings 2023/2024. Data obtained from the distribution of the self-compassion scale instrument were tabulated and processed to obtain the distribution frequency and profile of self-compassion in participants. Educate. Processing results from the self-compassion instrument shows that the participants ' self-compassion education Class X at SMA Negeri 2 Subang is low, medium, and high. As for the participants ' self-compassion data, those educated at State Senior High School 2 Subang in the 2023/2024 academic year can be seen through Table 1.

Table 1. Participant Self-Compassion Profile Educate Senior High School 2 Subang Year Academic Year 2023/2024

Varia ble	N	Min	Maks	Mean	SD
<i>Self Compassion</i>	401	37	74	59,43	6,193

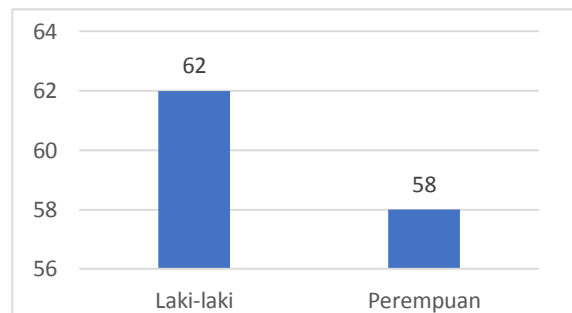
Based on the data presented in Table 1, it can be seen that the self-compassion data of students of State Senior High School 2 Subang, who were collected from 401 participants in education class X, has a mark as low as 37 and a value as high as 74.

In research here, self-compassion is categorised into 3: low, medium, and high. Self-compassion in the category low is in the range of 25-52, moderate is in the range of 53-65, and high is in the range of 66-75. A description of the participants ' self-compassion educate in a way general seen that a total of 55 people or 14% of participants educate have self-compassion in the category low, 274 people or by 68% of participants educate have self-compassion in the category moderate, and 72 people or by 18% of participants educate have self-compassion in the category high. As for the distribution frequency, the frequency of participants educated in each category can be seen in Graph 1.



Graph 1. Frequency Distribution of Participant Self-Compassion Educate Senior High School 2 Subang Year Academic Year 2023/2024

Temporary based on type of gender, the average self-compassion of participants educated various sex men was 62, while the average self-compassion of participants educated various sex Women was 58. The picture is from graph 2.



Graph 2. Self-compassion profile overview based on sex

Self-compassion score results based on aspects and indicators can be seen in Table 2.

Table 2. Student Self-Compassion Based on Aspects and Indicators

Aspects	Indicators	Mean
Self-kindness	Able to receive lack of self and behavior.	10
	Good to self Alone moment facing hard times	
Self-Judgement	Attitude judges and criticizes oneself, as well as failure experienced in an excessive way	12
Common humanity	The ability to realize the difficulties experienced is a matter. It's normal for other people to experience it	10
Isolation	Feel he suffered the most and was isolated, experiencing failure or difficulty in life	8
Mindfulness	Own clear awareness and perspective on events experienced	10
Over-identification	Responding to difficulties and failures in an excessive way	9

Self-compassion has three aspects: self-kindness vs self-judgment, common humanity vs Isolation, and mindfulness vs over-identification. Based on the data in Table 2, the self-kindness vs self-judgment aspect obtained the average value of 12 and 10, respectively, which shows participants' self-kindness vs self-judgment education is in the category of moderate. Moderate category on the aspect. This is marked with not yet capable of participating in education and accepting oneself, as well as behaving well to oneself alone when faced with difficult times. Secondly, common humanity vs Isolation obtained an average of 8 and 10, respectively, which shows that in this aspect, the participant's education is in the category of medium. The medium category is marked with participants who are not capable of realizing that difficulties experienced are normal and experienced by other people. Aspects third,

namely mindfulness vs over-identification. In this aspect, the third participant's average value is 9 and 10, and the means fall into the category of medium. The medium category is shown with participant students who are not capable of having clear consciousness or experiencing positive, willful events.

Discussion

Self-compassion or compassion love is kindness and attitude attention for self Alone when experiencing various lack of self or difficulty in life (Neff, 2003). Self-compassion is also defined as when an individual cherishes their heart and loves themselves alone, especially during hard times or moments that are not enjoyable (Reyes, 2012). Individuals with self-compassion have love for themselves alone, think positively about themselves, do not criticize themselves, and look at lack, failure, and suffering as part of life. Self-compassion has six aspects: self-kindness, self-judgment, common humanity, isolation, mindfulness, and over-identification (Neff, 2003). Table 1 shows that the average self-compassion of participants in Class X of SMA Negeri 2 Subang has a mark of 59.43, which means it is in the category. That is to show that participants educate themselves, do not yet own their reception, and behave well to themselves alone when facing difficult times. Participants educate themselves but have not yet owned their awareness that difficulties are experienced every day by others. Participants educate themselves, but do not yet have a clear awareness and a positive perspective on all events experienced.

Based on chart 1, percentage participant students who have self-compassion in category currently is as much as 68 % or a total of 274 participants educated, as many as 14% or 55 participants educate Still own self compassion in category low, and 18% or 72 participants educate own self compassion in category high. An attitude of blaming oneself Alone marks low self-compassion for participants, who will experience failure, weakness, and shortcomings in themselves. Participants who educate themselves with self-compassion also have a trend that will shrink their hearts because they think about their shortcomings. Attitude hurts participant education, such as stress, accepting oneself, and forgiving oneself for problems experienced (Bergen-Cico & Cheon, 2014; Bluth & Blanton, 2015; Neff & McGehee, 2010).

Participant educates with self-compassion in category tall shows attitude good and has kindness to self. Alone, he experiences a lack and difficulty in his life. For participants who are high school age and are in a phase of turmoil in their lives, self-compassion plays an important role in controlling a good self, so that participants are also capable of controlling their own

experiences and experiencing pleasant experiences in their lives (Suputra, I Kadek Darmo, Rahayu Yusti Probawati, Dianovinina, 2021). In line with the matter said, Neff (2011) also says that self-compassion is beneficial for individuals, such as resilience to face difficult emotions, helps individuals to assess and evaluate themselves as worthy and valuable, and is capable of wholehearted motivation to grow personally.

Factors influencing self-compassion include: gender, age, parental role, culture, intelligence, emotions, and environment (Neff, 2003; Wiffida et al., 2022). Graph 2 shows that self-compassion participants educate men of various sexes more than participants educate various sexes. This supports the idea that one factor that influences self-compassion is gender. Women who tend to often ponder as well as think about the past in a repetitive way, so that negative emotions will cause potential anxiety (Neff, 2003).

Being in a phase of teenagers, participants at the high school level enter a transition period, going through various obstacles as they mature. The transition period at the age of a teenager can make them feel uncomfortable and tend to blame themselves alone, moments faced with error or failure (Stauffer, 2015). Participants, high school students, need to view a situation positively, as it is vulnerable to rejection, self-anxiety, and depression, so that they can make an experience bad in their life as a form of learning that can help achieve expected achievement (Klinge & Van Vliet, 2019). View positive self-compassion oriented to kindness and self-care. Alone, one experiences difficulty or a lack in life.

Conclusion

Self-compassion or compassion love is kindness and attitude attention for oneself alone when experiencing a lack of self or difficulty in life. High self-compassion towards oneself will help participants educate themselves to accept their condition of failure and make it harder for them naturally. The research conducted to participant educate class X at SMA Negeri 2 Subang stated that majority participant students at State Senior High School 2 Subang are still have self-compassion in the category medium, so that needed service guidance and counseling that can help participant educate to be able to develop self-compassion.

Self-compassion is important for high school students in their teenage years. When mistakes and failures are expected in these vulnerable teenage years, self-compassion will become an optimistic view for the participant. The goal is to educate him so that he is capable of compassion for himself alone, even in difficult times.

Acknowledgment

The thank-you note writer says it to participants educated at State Senior High School 2 Subang and Adinda Puti Aulia, as a guidance and counselling teacher at SMA Negeri 2 Subang.

References

- Aisyaroh, N., Hudaya, I., & Supradewi, R. (2022). Trend Penelitian Kesehatan Mental Remaja Di Indonesia Dan Faktor Yang Mempengaruhi: Literature Review. *Scientific Proceedings of Islamic and Complementary Medicine*, 1(1), 41–51. <https://doi.org/10.55116/spicm.v1i1.6>
- Allen, A. B., & Leary, M. R. (2010). *Self-Compassion, Stress, and Coping*. 2, 107–118.
- Aqib, Z. (2020). *Bimbingan dan Konseling*. Penerbit Yrama Widya.
- Bergen-Cico, D., & Cheon, S. (2014). The mediating effects of mindfulness and self-compassion on trait anxiety. *Mindfulness*, 5(5), 505–519. <https://doi.org/10.1007/s12671-013-0205-y>
- Bluth, K., & Blanton, P. (2015). La influencia de la autocompasión en el bienestar emocional entre los adolescentes masculinos y femeninos de la primera infancia y edad avanzada. *Journal of Positive Psychology*, 10(3), 219–230.
- Dyah Anindita, W., & Zulida Situmorang, N. (2024). Peran Regulasi Emosi, Konformitas Teman Sebaya Dan Self-Compassion Terhadap Perilaku Agresif Siswa Kelas VIII SMP Negeri 3 Sungai Raya. *Journal Of Social Science Research*, 4, 14318–14335.
- Fauzi, M. A. (2020). *Profil Self-Compassion Pada Siswa Underachiever: Studi Kasus terhadap Siswa di SMA Negeri 11 Bandung Tahun Pelajaran 2019/2020*. Universitas Pendidikan Indonesia.
- Feist, J., & Feist, G. J. (2008). *Theories of Personality*. Salemba Humanika.
- Germer, C. K., & Neff, K. D. (2013). Self-compassion in clinical practice. *Journal of Clinical Psychology*, 69(8), 856–867. <https://doi.org/10.1002/jclp.22021>
- Harahap, A. Y. (2021). *Perbedaan Self-Compassion Ditinjau Berdasarkan Jenis Kelamin dan Usia Pada Peserta didik MAN 4 Aceh Besar*. UIN Ar-Raniry.
- Havighurst, R. (1961). *Human Development and Education*. David Mckay Company.
- Hidayati, D. S. (2015). Self Compassion dan Loneliness. *Jurnal Ilmiah Psikologi Terapan*, 03(01), 154–164.
- Klingle, K. E., & Van Vliet, K. J. (2019). Self-Compassion From the Adolescent Perspective: A Qualitative Study. *Journal of Adolescent Research*, 34(3), 323–346. <https://doi.org/10.1177/0743558417722768>
- NEFF, K. (2003). Self-Compassion: An Alternative Conceptualization of a Healthy Attitude Toward Oneself. *Self and Identity*, 2(2), 85–101. <https://doi.org/10.1080/15298860309032>
- Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. *Social and Personality Psychology Compass*, 5(1), 1–12. <https://doi.org/10.1111/j.1751-9004.2010.00330.x>
- Neff, K. D., Hsieh, Y.-P., & Dejitterat, K. (2005). Self-compassion, Achievement Goals, and Coping with Academic Failure. *Self and Identity*, 4(3), 263–287. <https://doi.org/10.1080/13576500444000317>
- Neff, K. D., & McGehee, P. (2010). Self-compassion and psychological resilience among adolescents and young adults. *Self and Identity*, 9(3), 225–240. <https://doi.org/10.1080/15298860902979307>
- Permatasari, D. Y., Mufidah, E. F., Mustofa, M. S., Putri, N. K., Harnastiti, R., Pendidikan, F. I., Emosi, K., & Literatur, T. (2024). *PERAN SELF-COMPASSION TERHADAP KECERDASAN EMOSI*. 52–59.
- Reyes, D. (2012). Self-Compassion: A Concept Analysis. *Journal of Holistic Nursing*, 30(2), 81–89. <https://doi.org/10.1177/0898010111423421>

- Rudiyanto. (2020). *Panduan Penerapan Program Afer School Care bagi Guru dan Pengelola Lembaga Pendidikan*. Edu Publisher.
- Sari, Y. H, Dewi, A. P, D, K. (2022). Hubungan Antara Self-compassion dengan Body Image pada Remaja. *Jurnal Ilmu Keperawatan*, 10(2), 56–64.
- Shernoff, D. J., Sinha, S., Bressler, D. M., & Ginsburg, L. (2017). Assessing teacher education and professional development needs for the implementation of integrated approaches to STEM education. *International Journal of STEM Education*, 4(1), 1–16. <https://doi.org/10.1186/s40594-017-0068-1>
- Stauffer, M. (2015). *Inducing Self- Compassion and the Impact on Neuroticism and Other Personality Characteristic*. University of South Carolina-Aiken.
- Suputra, I Kadek Darmo, Rahayu Yusti Probawati, Dianovinina, K. (2021). *Self-Compassion dan Kontrol Diri pada Anak Didik yang Melakukan Tindakan Kriminal*. 8(2), 89–101.
- Wahyuni, E., & Arsita, T. (2019). Gambaran Self-Compassion Siswa di SMA Negeri Se-Jakarta Pusat. *Insight: Jurnal Bimbingan Dan Konseling*, 8(2), 125–135.
- Wiffida, D., Made, I., Dwijayanto, R., Ketut, I., & Priastana, A. (2022). Faktor-faktor yang Mempengaruhi Self-Compassion: Studi Literatur. *Indonesian Journal of Health Research*, 5(1), 19–23.
- Yusuf, Syamsu, Nurihsan, J. (2012). *Landasan Bimbingan dan Konseling*. Remaja Rosdakarya.