

The Relationship Between Perceived Social Support and Self-Compassion in Student

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Article Information

Submitted: 03 February 2024

Accepted: 05 February 2024

Online Publish: 20 February 2024

Abstract

Introduction: This study discusses the relationship between perceived social support and self-compassion in high school students aged 15-17 years and have / are participating in organizational activities at school and outside school and get support from friends, family, or significant others. **Objective:** This study aims to examine the relationship between self-compassion and perceived social support in high school students who have participated in organizational activities at school and outside school. **Method:** This study is a quantitative research using a correlational method that aims to see if there is a relationship between perceived social support and self-compassion variables. **Result and Discussion:** The results of this study obtained a correlation coefficient value of 0.562 which shows the strength of the correlation between self-compassion variables and perceived social support is in the strong category. The higher the perceived social support in the individual, the higher the self-compassion possessed by the individual. **Conclusion:** So it can be concluded that H_0 is acceptable that there is a relationship between perceived social support and self-compassion

Keywords: Self-compassion; Perceived Social Support; Positive Thinking;

Introduction

Education is one of the efforts or efforts made by each individual to get learning and guidance so that individuals know broader knowledge (Education & Counseling, 2022). The key to opening the door to various opportunities in life. It is important to realize that learning is not limited to the academic sphere. In addition to classroom learning, out-of-class experiences and activities can also provide valuable learning. Activities outside of academics, such as participating in organizations, participating in social activities, contributing to society, and interacting with the surrounding environment, also have an important role in a person's personal development and social skills.

Learning outside the academic field is an increasingly recognized and important concept in today's world of education. In addition to formal education in schools, learning outside of academics provides opportunities for learners to develop valuable skills, knowledge, and experience that cannot be gained through classroom learning (Zubaida, 2016). Non-academic forms of learning include a wide range of activities and experiences, such as participating in organizations, social and community activities, as well as work experience or field practice (Sulianta, 2020). All these forms of learning provide valuable benefits in the personal and academic development of students (Nafi'ah, 2014) in (Faizah, Prinanda, Rahma, & Dara, 2018)

In this study, researchers made adolescents as research subjects. Adolescence is the transition from childhood to adulthood. At this time there will be many changes physically and non-physically. Physically there will be changes in body shape such as the growth of a mustache. Non-physically there will be hormonal changes that make it difficult for individuals to adapt, especially women (Diananda, 2019). In this phase, adolescents will also experience significant emotional changes such as thinking more critically, logically, and idealically (Alwi, 2018). According to G. Stanley Hall, an American psychologist, in 1904, the adolescent phase was a time of upheaval and stress. Adolescence will experience many conflicts and a state of heart, mind, and feelings full of pride (Diananda, 2019)

Teenagers who experience conflict or failure in their lives, will respond in one of two ways according to Carl Pickhardt in (*When Teenagers Fail in College*, 2018) there are teenagers who respond to problems with discouragement and there are also those who respond to problems with more motivation and try harder.

Therefore, adolescents need social support so that they feel that failure can be corrected. The perception of social support in adolescents is also important to improve so that adolescents feel valuable and have positive emotional support. One way teens cope with failure is by learning.

With the obstacle of parental support, students will get negative emotions in themselves continuously because they want to try to develop but are hindered by parental permission. This can cause learners to feel demotivated to improve *softskills* its through organization (Afryan, Saputra, & Lisiswanti, 2019)

The Relationship Between Perceived Social Support and Self-Compassion in Student

If negative emotions cannot be resolved, it will have an impact on the next life. According to Neff in (Alida, 2022) efforts to overcome problems that arise during thesis work during a pandemic *COVID-19* i.e. by applying *self-compassion* in students so that it can increase life satisfaction, positive influence, to the emergence of a sense of optimism (Amelia, Sholeh, & Fithri, 2023).

Similar to this study, students need to overcome problems that arise when they feel insecure. Students need to learn to improve *self-compassion* on him. Self-compassion can help students to reduce anxiety about their shortcomings (Hasmarlin & Hirmaningsih, 2019). *Self-compassion* can be influenced by several factors, environmental factors are factors that greatly influence *self-compassion*, i.e. social support factor (Harn, Gustriani, & Azra, 2022)

Method

The type of research used in this study is quantitative research. Quantitative research methods are one type of method that uses numbers to find the final result and obtain data through objective social facts. In this study using a correlational method that aims to see if there is a relationship between the two variables.

The population in this study is students / students in Bekasi. There are several student criteria that must be met to be sampled in this study, including students aged 15-17 years and are or have participated in organizational activities and also get social support from friends, family, and other surrounding environments.

In the implementation for data collection, researchers distributed both instruments to respondents who fit the criteria through *googleform*. After the data is collected, researchers process and analyze data to calculate data results using correlation statistical techniques using *the SPSS (Statistical Package for the Social Sciences)* software application version 27 for Mac. After processing the data, the researcher will make a discussion and conclusion from the research that has been done.

Result and Discussion

Result

In this study, respondents had certain characteristics, namely high school students aged 15-17 years who were in the Bekasi area as many as 101 respondents. Respondents who filled out questionnaires in accordance with the criteria that have been made by researchers, namely high school students aged 15-17 years who are/have participated in organizations at school and outside school.

The Relationship Between Perceived Social Support and Self-Compassion in Student**Table 1**
Demographic Table

Profile		Total	Percentage
Gender	Man	40	40%
	Woman	61	60%
	Total	101	100%
Age	15 years	34	34%
	16 years old	42	41%
	17 years old	25	25%
	Total	101	100%
	Extracurricular	33	33%
	Student Council	36	36%
	Other Organizations	21	20%
	All	11	11%
	Total	101	100%

Table 2
Reliability

	Reliability Score	Information
Scale <i>Self-compassion</i>	0,924	Reliable
Scale <i>Perceived Social Support</i>	0,907	Reliable

Note: if the value of > 0.70 then it can be declared reliable (Hair, 2014).

So, it can be concluded that the results of the self-compassion scale reality test in the previous researcher were 0.920 while the results of the author's reality test were 0.924 and the results of the *perceived social support* scale reality test in the previous researcher were 0.770 while the author's reality test results were 0.907. Thus, the overall results show that both scales can be used because they are reliable

Table 3
Assumption Test Results

Variable	Normality Test <i>Kolmogrov-Smirnov</i>	Linearity Test <i>Deviation Linearity</i>
<i>Self-compassion</i>	0,004	0,865
<i>Perceived Social Support</i>	0,040	0,865
Information	Not fulfilled	Fulfilled

Based on the results obtained from the Kolmogrov Smirnov normality test, a significance value of 0.004 on *self-compassion* and 0.040 on *perceived social support*, it can be concluded that both variables produce a normality test of < 0.05 , which means that the data is not normally distributed or not met. While the linearity test obtained a result of 0.865. The results obtained > 0.05 then the linearity test can be fulfilled and there is a relationship between the two variables. Furthermore, because the normality test is not met, categorization of research respondents and correlation tests will be carried out using non-parametric correlation tests

The Relationship Between Perceived Social Support and Self-Compassion in Student**Table 4**
Correlation Test Results

Variable		<i>Self-compassion</i>	<i>Perceived Social Support</i>
<i>Self-compassion</i>	Correlation coefficient	1.000	0.562
	Sig. (2-tailed)	-	0.000
	N	101	101
<i>Perceived Social Support</i>	Correlation coefficient	0.562	1.000
	Sig. (2-tailed)	0.000	-
	N	101	101

If the significance value <0.01 then both variables can be said to be correlated. Meanwhile, if the significance value is >0.01 , the two variables cannot be said to be correlated. Based on the results of the spearman correlation test, it shows a significance result of 0.000 which means <0.01 and it can be stated that *the self-compassion* variable with *perceived social support* has a correlation and is positive so that the two variables are unidirectional. Based on spearman's categorization of relationship strength, the correlation coefficient value of 0.562 is included in the strong group. Therefore, it can be concluded that the variable *self-compassion* with *perceived social support* has a strong correlation and positive value.

Discussion

This study aims to examine the relationship *between self-compassion* and *perceived social support* in high school students who have participated in organizational activities at school and outside school. Based on the results of the correlation test that has been done, the spearman correlation result of 0.562 is obtained so that it falls into the "strong" category with a positive value which means that the two variables have a unidirectional relationship. If the individual has *high perceived social support*, such as getting support from family or friends, then he will have *high self-compassion* as well. From the results of the correlation test, it can be concluded that the hypothesis or H_a that the researcher has determined is accepted, namely there is a relationship between *perceived social support* and *self-compassion*.

Individuals with *self-compassion* The high one will not blame himself when experiencing failure, he will understand his condition when difficult without having to feel resentment to himself for having experienced failure. Individuals with *self-compassion* the high can accept the situation and will assume that failure is just a process that must be passed to achieve success (Agnia Rahayu, et al.). Level *self-compassion* Being high in individuals can occur due to several factors, one of which is *perceived social support* i.e. getting support from family, friends, or *significant other* what's special in his life (Karinda, 2020)

Social support is divided into two types, *perceived social support* and received support (*recieved social support*). *Recieved social support* according to (Taylor et al., 2007) is social support provided to individuals in tangible form. For example, when you

The Relationship Between Perceived Social Support and Self-Compassion in Student

want to participate in organizational activities but individuals do not get transportation to travel. So the parents bought him a motorcycle so that the individual could easily travel when there were organizational activities. Another example is money, parents can give pocket money when their children participate in organizational activities. This can be interpreted as *received social support*, real help in the form of material. However, this study focuses on *perceived social support*, namely assistance given to individuals not only in real form, but assistance that can be perceived by individuals and make them more confident

For some individuals, *perceived social support* is needed in everyday life because it can make individuals feel the support available for them to do something. For example, the individual wants to participate in organizational activities and does not get support from family but he still insists on participating in organizational activities. Over time, the individual will feel that what he did is in vain because there is no one to support him and if he succeeds, no one will be happy for his appreciation.

Self-compassion in individuals includes several other factors besides *perceived social support*, namely gratitude, positive thinking, self-love, and accepting existing problems (Alida, 2022a). That way, when the individual feels satisfied with something he has achieved so far, he will have gratitude and love himself more. What's more, when getting social support from family, friends, or *significant others*.

When the individual is convinced of himself that he can achieve his goals but does not get support from the environment. Then it can cause individuals to feel insecure and the level of *self-compassion* in individuals can decrease slowly. This is in line with the results of the correlation coefficient of 0.562 which shows the strength of the correlation between *self-compassion* variables and *perceived social support* is in the strong category.

Conclusion

Based on the results of the data obtained through the correlation test shows a significance result of 0.000 which means <0.01 and a correlation value of 0.562 so that it can be stated that there is a strong relationship between *perceived social support* and *self-compassion* and has a positive value which means having a unidirectional relationship. The higher the *perceived social support* in the individual, the higher the *self-compassion* possessed by the individual. So it can be concluded that H_a is acceptable, that is, there is a relationship between *perceived social support* and *self-compassion*.

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First publication right:

KESANS: International Journal Health and Science

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