

## The Effect of Self-Compassion and Social Support on the Psychological Well-Being of Foster Children in Pekalongan City

Nurshafilla Rizka Saputri <sup>✉</sup>, Dwi Yuwono Puji Sugiharto, Mulawarman Mulawarman

Universitas Negeri Semarang, Indonesia

### Article Info

History Articles  
Received:  
7 December 2023  
Accepted:  
13 January 2024  
Published:  
30 April 2024

Keywords:  
Self-compassion, social support, psychological well-being

### Abstract

Psychological well-being is significant for foster children since it reinforces them in going through critical and challenging times. In this way, the present study aimed at analyzing the effect of self-compassion and social support on the psychological well-being of foster children throughout Pekalongan City. It used an ex post facto method and involved 67 foster children selected using a proportionate stratified random sampling technique. The subjects' data were collected using the scales of self-compassion, social support and psychological well-being for later analyzed using a multiple regression test. The self-compassion scale had 26 items with the coefficient value of 0.33 and reliability of 0.915. The social support scale had 27 items with the coefficient value of 0.334 and reliability of 0.889. Following the analysis, the findings indicated self-compassion had no effect on psychological well-being, social support affected the psychological well-being, and both self-compassion and social support explained the variants of psychological well-being by 33.8 % ( $R^2 = .337$ ). These findings have implications for community guidance and counseling in carrying out prevention and alleviation functions for teenagers in orphanages related to their psychological well-being.

<sup>✉</sup> Correspondence address:  
Perum Tirto Indah No 61 Pekalongan  
E-mail: nurshafilla123@students.unnes.ac.id

## INTRODUCTION

Psychological well-being is a concept which portrays an individual based on his positive psychological functions. Ryff (2013) considers an individual having good psychological well-being if he can have self-acceptance, environmental mastery, positive relations with others, personal growth, autonomy, and purpose. In addition, Alfinuha et al., (2019) defines psychological well-being as a state where a person is happy with all things in his life. This happiness does not mean the individual has no negative experiences, rather showing him being able to handle them. However, this is not an easy job for adolescence (Efiyanti & Wahyuni, 2019).

Adolescence often triggers problems, especially in foster children in terms of accomplishing developmental stages and welfare. Adolescents who live in orphanages are demanded to grow and develop independently (Manuaba & Susilawati, 2019) with no assistance from parents. This situation can arise tons of pressure (Kusumastuti & Mastuti E, 2019) due to the absence of parents as the model. Another issue is the adolescents lose love and security in this period (Hidayati, 2014). Obviously, the previous situations affect their psychological well-being (Harjanti, 2021).

According to Yendork & Somhlaba (2014) orphans are children in need of special protection. In the same way, Harjanti (2021) urges the needs to investigate foster children psychological well-being. Those who live in an orphanage often lack of basic needs and have internal problems which may harm their mental health (Wijaya et al., 2020).

Many times, foster children have low opinions of themselves, such as feeling insecure and marginalized. When these are not handled, their mental health will get harmed, unless they have got good self-acceptance (Sarwono, 2000). If the self-acceptance is absent, those children may experience anxiety, fear, stress, and depression. For more, according to Corrigan et al., (2016) stress has a significant relationship with psychological well-being, meaning that the

higher the stress level, the greater its effect on lowering psychological well-being. An indication of foster children who have high psychological well-being according to Ramadhani et al., (2016) is when individuals can accept their own weaknesses, build good relationships with other individuals, can manage their behavior, and can regulate their environment and life goals. To deal with it, self-compassion is needed.

According to Neff (2016) self-compassion begins to develop in adolescents between the ages of 14-18 years, and at that age they really need self-compassion so they can accept all external challenges that occur in their lives, related to problems with family, school and the future not sure. Children with low self-compassion, according to Kawitri et al., (2019) will tend to criticize themselves excessively, reject their feelings, feel misery, and give excessive reactions when faced with problems or failures. It is in line with a study by Aulia & Rahayu (2022) who state foster children with low self-compassion are unable to love themselves due to bad experiences in their lives and always feel disadvantaged. Oppositely, children who have self-compassion in the high category, individuals tend to be able to accept criticism from others (Nafisah et al., 2018), children with self-compassion can accept any feelings calmly and tolerate negative emotions (Safitri & Munawaroh, 2022).

A study done by Wardi and Ningsih (2021) found self-compassion is strongly related to psychological well-being development. Then, Anggoro (in Kurnia et al., 2023) found a positive relationship between self-compassion and psychological well-being of in bereaved women, meaning that the higher the self-compassion, the higher the psychological well-being. Conversely, the lower the self-compassion, the lower the psychological well-being.

Despite of the relationship between self-compassion and psychological well-being found in the previous studies, Voci et al., (2019) found that both variables are not related in terms of life goals and personal development. Similarly, a study by Ardiyah (2018) concludes no relationship between self-compassion and psychological well-being. This inconsistency

requires further investigations to provide sufficient understanding. Thus, the present study was conducted.

Besides self-compassion, social support is a factor that can maintain or even improve psychological well-being. A study by Ryff & Keyes (1995) found social support is a determining factor in improving psychological well-being. Sarafino & Smith, (2011) states social support is comfort, care, self-esteem, and help given by community to individuals. In addition, Sarason (in Dwimarwanti & Rosiana, 2016) defines social support as attention and love received by individuals from the others. Suryani (2017) explains social support as one's availability and reliability to make friends with others so that he will have a social communication network and avoid negative impacts.

Of each variable's concept, some correlations can be noticed. It is said so because social support has a significant role in psychological well-being (Ratih & Irene Novianti, 2018). A previous study conducted by Samputri & Sakti (2015) concludes that social support can improve psychological well-being in individuals. Apart from that, a recent investigation conducted by Corrigan et al., (2016) shows that social support has a significant and positive effect on psychological well-being. In contrast, Pastrana (2021) shows that there is a significant negative correlation between social support and psychological well-being among students at the Occidental Mindoro State College of Teacher Education.

Self-compassion and social support are two variables that are related to psychological well-being variable. Individuals who have self-compassion will accept various feelings calmly so they can tolerate negative emotions better. The ability to tolerate negative emotions is also part of psychological well-being (Hailegiorgis et al., 2018). It is in line with a study by Kawitri et al., (2019) that the higher the level of self-compassion that foster children have, the higher their psychological well-being, and vice versa.

Social support commonly encourages individuals to prevent and rise from sorrowful

situations. Another influencing factor on psychological well-being is self-compassion. Social support is needed when an individual is in sorrowful situations and will reinforce him to solve the problems. It is mentioned in a study done by Corrigan et al., (2016) that there is a significant and positive relationship between social support and psychological well-being, namely the greater social support, the better psychological well-being would be, and vice versa.

Psychological well-being is a personal problem most often experienced by foster children. Hence, it is a serious phenomenon to handle by the community guidance and counseling. In this way, the adolescents there can be helped by counselors to form a positive supporting environment so that they can counter the problems. Also, the adolescents can disclose, socialize better and develop emotional maturity.

Considering the large contribution of self-compassion and social support in improving psychological well-being, this study aimed to examine the contribution of the influence of self-compassion and social support to the psychological well-being of foster children throughout Pekalongan City. It was hoped that the findings can add to interventions in the form of counseling services that can be provided by guidance and counseling teachers at schools.

## METHODS

This study involved 67 foster children throughout Pekalongan City at six orphanages, namely Panti ASuhan Wisma Rini, Panti Asuhan Muhammadiyah, Panti Asuhan YP Antik, Panti Asuhan Arobitoh, Panti Asuhan Dewi Aminah, and Yayasan Al-Kahi. All subjects had the age range between 11-18 years, studied at Junior and Senior High Schools, and lived at orphanages. They were sampled using google forms.

Self-compassion data were collected using a self-compassion scale. It has 36 items and measures 3 aspects, namely self-kindness, common humanity, and mindfulness with 4 likert choices (1= strongly disagree, 2= disagree, 3=

agree, 4= strongly agree). This instrument got the Cronbach's Alpha reliability of 0.915, while the r table validity value was 0.334. In short, 26 items were declared valid and obtained the validity coefficient values from 0.349 until 0.743.

Social support scale was the second instrument used. It has 40 items and measures 4 aspects, namely emotional support, appreciation support, instrumental support, and information support with 4 likert choices (1= strongly disagree, 2= disagree, 3= agree, 4= strongly agree). This instrument got the Cronbach's Alpha reliability of 0.912, while the r table validity value was 0.301. In short, 27 items were declared valid and obtained the validity coefficient values from 0.905 until 0.911.

Psychological well-being scale was the third instrument used. It has 36 items and measures 6 aspects, namely self-acceptance, positive relations with others, autonomy, environmental mastery, life goals, and personal growth with 4 likert choices (1= strongly disagree, 2= disagree, 3= agree, 4= strongly agree). This instrument got the Cronbach's Alpha reliability of 0.889, while the r table validity value was 0.334. In short, 28 items were declared valid and obtained the validity coefficient values from 0.456 until 0.819.

In processing the data, the researchers used statics and service solutions (SPSS) software version 21 using a quantitative approach that uses assumption tests, namely a multiple regression analysis design. Multiple regression analysis design is a method for measuring the influence of one dependent variable on one or more independent variables.

**RESULTS AND DISCUSSION**

Initially the data were processed in the descriptive analysis to determine mean, standard deviation, self-compassion level, social support level, and psychological well-being level. As presented in table 1, the children self-compassion level was at the medium level with the mean of 70.70 (SD= 7.04), social support was at the medium level with the mean of 76.45 (SD=9.76), and psychological well-being was at the medium

level with the mean of 78.96 (SD=8.85). These proved the foster children in Pekalongan City have not yet achieved happiness and life satisfaction, even might have possibly experienced depression symptoms.

**Table 1.** N, Mean, Standar Deviation

Variable	N	Mean	SD
Self-Compassion	67	70.70	7.04
Social Support	67	76.45	9.76
Psychological well-being	67	78.96	8.85

**Table 2** The Results of Multiple Regression Test

Predicto	$\beta$	t	$P < .05$
Self-compassion	.10	.750	>.05
Social Support	.51	3.791	<.01
R		.58	
R <sup>2</sup>		.34	
F		16.242	
P		<.01	

Based on the results of the regression test presented in table 2, self-compassion was found not having any effect on psychological well-being ( $\beta = .10, > p .05$ ), social support had an effect on increasing psychological well-being ( $\beta = .51, < p .01$ ). Even though self-compassion had no effect on psychological well-being, the regression model of psychological well-being in this study was classified as good (R = .58, F = 16.242, p < .01). Furthermore, the level of psychological well-being explained by the variance of self-compassion and social support was 34% (R2 = 0.34).

Regarding the findings, there was an effect of self-compassion and social support on the foster children psychological well-being. It has proven the hypothesis in this study, namely there is an effect of self-compassion and social support on psychological well-being. Self-compassion was able to influence every individual's welfare dynamic due to instilling positive thoughts and setting aside self-judgment. This would make an individual manage his emotion better and automatically increase other positive

psychological aspects as a key to ignite psychological well-being. An individual with psychological well-being has a compassionate attitude towards themselves, and this compassionate attitude is called self-compassion (Setyawan, 2018). Holaday & McPhearson (1997) state that the ability not to judge oneself is one of the factors that influences a person's psychological well-being. When teenagers begin to make peace with themselves, they are able to survive difficult situations.

Social support was found to generally strengthen individuals in overcoming and rising from sorrowful situations. Thus, social support was assumed to make the foster children feel secured, loved, and appreciated by others. If the surrounding environments can share a lot of positive social support, an individual can possibly rise from adversity and difficulties and be able to survive all the obstacles that occur in his life (Syifa, 2019). A previous study by Jannah & Rohmatun (2020) shows that there is a significant positive relationship between social support and psychological well-being. This means that the greater the social support, the better the psychological well-being. Vice versa, the less social support one receives, the lower the psychological well-being.

Of the above descriptions, there actually found a simultaneous effect of self-compassion and social support on psychological well-being. It means that there is a need for external motivation, such as social support apart from the internal one in form of self-compassion in determining one's psychological well-being.

## CONCLUSION

Based on the findings, some conclusions are drawn. First, the level of self-compassion, social support and psychological well-being of the foster children are at medium level. It shows that those children have disclosed themselves and admitted love is something they need. Second, there is no relationship between self-compassion and psychological well-being in the foster children throughout Pekalongan City. It indicates self-compassion is not the prominent factor in

improving psychological well-being. Third, social support affects the psychological well-being of the foster children throughout Pekalongan City.

Apart from conclusions, this study provides some implications for the implementation of community guidance and counseling services. First, the community guidance and counseling is supposed to be given to the foster children in order to improve their psychological well-being. Second, in realizing this plan, counselors are needed since they are the ones who are able to form positive environments that will later support adolescents to survive and solve problems they encounter. With this service, the adolescents at orphanages are expected to disclose problems they are encountering, socialize better and develop emotional maturity. Therefore, community guidance and counseling is a form of support made for assisting the adolescents to achieve high psychological well-being. When someone can disclose, his psychological well-being will be positively affected. Given the great contributions of self-compassion and social support to improving psychological well-being, the researchers intended to do this study as a means of investigating the psychological well-being of the foster children throughout Pekalongan City.

Regarding the findings, counselors are suggested to serve guidance and counseling services in form of both individual and group formats with the aim of helping adolescents who live at orphanages to improve their psychological well-being, particularly in the aspect of environmental mastery. Bearing in mind that foster children tend to have passive, withdrawn personalities, give up easily, and are full of anxiety compared to teenagers who have intact families. Providing counseling services can use any approach that is felt to improve the psychological well-being of foster children.

Future researchers are recommended to conduct studies using experimental methods and an effective counseling approach that can help improve the psychological well-being of foster children. To enrich, other factors that influence the psychological well-being of foster children can be used or can reveal differences in the

relationship between self-compassion and social support on psychological well-being when viewed from gender, etc.

## REFERENCES

- Alfinuha, S., Hadi, B. H., & Sinambela, F. C. (2019). Pelatihan HERO untuk meningkatkan kesejahteraan psikologis anak asuh. *Jurnal Psikologi Teori Dan Terapan*, *10*(1), 60. <https://doi.org/10.26740/jptt.v10n1.p60-73>
- Ardiyah, F. (2018). Hubungan antara self-compassion dengan kesejahteraan psikologis pada remaja. Universitas Mercu Buana Yogyakarta. <https://ejurnal.mercubuana-yogya.ac.id/>
- Aulia, C. N., & Rahayu, M. N. M. (2022). Apakah terdapat kaitan antara self compassion dan life satisfaction pada anak asuh?. *Psikoborneo: Jurnal Ilmiah Psikologi*, *10*(4), 732. <https://doi.org/10.30872/psikoborneo.v10i4.9243>
- Corrigan, P. W., Kosyluk, K. A., Markowitz, F., Brown, R. L., Conlon, B., Rees, J., Rosenberg, J., Ellefson, S., & Al-Khouja, M. (2016). Mental illness stigma and disclosure in college students. *Journal of Mental Health*, *25*(3), 224–230. <https://doi.org/10.3109/09638237.2015.1101056>
- Dwimarwanti, C., & Rosiana, D. (2016). Hubungan antara dukungan sosial dengan konsep diri pada anak asuh panti yatim Indonesia di Kota Bandung *Jurnal Psikologi*, *6*(1) 569–575. doi: <http://dx.doi.org/10.29313/.v0i0.7411>
- Efiyanti, A. Y., & Wahyuni, E. N. (2019). Fenomena kehidupan remaja yatim/piatu di dusun sendang biru kabupaten malang. *JKI (Jurnal Konseling Indonesia)*, *4*(2), 48–56. <https://doi.org/10.21067/jki.v4i2.3115>
- Hailegiorgis, M. T., Berheto, T. M., Sibamo, E. L., Asseffa, N. A., Tesfa, G., & Birhanu, F. (2018). Psychological wellbeing of children at public primary schools in jimma town: An orphan and non-orphan comparative study. *PLoS ONE*, *13*(4), 1–9. <https://doi.org/10.1371/journal.pone.0195377>
- Harjanti, D. K. S. (2021). Kesejahteraan psikologis pada anak asuh ditinjau dari internal locus of control dan spiritualitas. *Gadjah Mada Journal of Psychology (GamaJoP)*, *7*(1), 83. <https://doi.org/10.22146/gamajop.62236>
- Hidayati, N. L. (2014). Hubungan dukungan sosial dengan resiliensi pada remaja di panti asuhan keluarga yatim muhammadiyah surakarta. *Jurnal Psikologi*, 1–17. <https://doi.org/10.33367/ijhass.v4i2>
- Holaday, M., & McPhearson, R. W. (1997). Resilience and severe burns. *Journal of Counseling and Development*, *75*(5), 346–356. <https://doi.org/10.1002/j.1556-6676.1997.tb02350.x>
- Jannah, S. N., & Rohmatun, R. (2020). Hubungan antara dukungan sosial dengan resiliensi pada penyintas banjir rob tambak lorok. *Jurnal Psikologi Proyeksi*, *13*(1), 1. <https://doi.org/10.30659/jp.13.1.1-12>
- Kawitri, A. Z., Rahmawati, B. D., Arruum, R., & Rahmatika, R. (2019). Self-compassion and resilience among adolescents living at social shelters. *Jurnal Psikogenesis*, *7*(1), 76–83. doi:10.24854/jps.v7i1.879
- Kurnia, A. A., Khumas, A., & Firdaus, F. (2023). Hubungan antara self compassion dan psychological well being pada pasca putus cinta. *PESHUM: Jurnal Pendidikan, Sosial Dan Humaniora*, *2*(4), 712–722. <https://doi.org/10.56799/peshum.v2i4.1814>
- Kusumastuti, D., & Mastuti, E. (2019). Hubungan antara persepsi keterlibatan ayah dalam pengasuhan dan kematangan emosi pada remaja. *Jurnal Psikologi Pendidikan Dan Perkembangan*, *8*, 10–20.

- <http://repository.unair.ac.id/id/eprint/59749>
- Manuaba, I. B. P. A., & Susilawati, L. K. P. A. (2019). Hubungan dukungan sosial dan efikasi diri dengan motivasi berprestasi pada remaja awal dan tengah yang tinggal di panti asuhan di Bali. *Jurnal Psikologi Udayana*, 6(1), 161–170. doi: <https://doi.org/10.24843/JPU.2023.v10.i01>
- Nafisah, A., Hendriyani, R., & Martiarini, N. (2018). Hubungan antara dukungan keluarga dengan self compassion remaja di panti asuhan. *Intuisi: Jurnal Psikologi Ilmiah*, 10(2), 160–166. <https://doi.org/10.15294/intuisi.v10i2.17494>
- Neff, K. D. (2016). Does self-compassion entail reduce self-judgment, isolation, and over-identification? A response to muris, otgaar, and petrocchi (2016). *Mindfulness*, 7(3), 791–797. <https://doi.org/10.1007/s12671-016-0531-y>
- Pastrana, N. B. (2021). Social support and psychological well-being among omsc cte students during the pandemic. *International Journal of Educational Research & Social Sciences* 3(2), 798–803. <https://doi.org/10.51601/ijersc.v3i2.333>
- Ramadhani, T., Djunaedi, & Sismiati, A. (2016). Kesejahteraan psikologis (psychological well-being) siswa yang orang tuanya bercerai. *Jurnal Bimbingan Konseling*, 5(1), 108–115. <http://journal.unj.ac.id/unj/index.php/insight/article/view/1638/1287>
- Ratih, L. P., & Irene Novianti, N. M. (2018). Hubungan antara dukungan sosial dengan psychological well-being (kesejahteraan psikologis) pada pengungsi gunung agung karangasem-bali. *Journal of Chemical Information and Modeling*, 75–90. <https://doi.org/10.20473/brpkm.v2i1.31020>
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727. <https://doi.org/10.1037/0022-3514.69.4.719>
- Ryff, C. D. (2013). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and Psychosomatics*, 83(1), 10–28. <https://doi.org/10.1159/000353263>
- Safitri, N., & Munawaroh, E. (2022). Effect of self compassion and social support on youth resilience orphanage in gunungpati district pendahuluan. *Jurnal bimbingan dan konseling indonesia* 7(2). <https://doi.org/10.24036/XXXXXXXXXX-XX-X>
- Sarafino, E. P., & Smith, T. W. (2011). *Health psychology biopsychosocial interactions (seventh)*. <https://lib.ui.ac.id/detail.jsp?id=20352711>
- Samputri, S. K., & Sakti, H. (2015). Dukungan sosial dan subjective well being pada tenaga kerja wanita pt. arni family ungaran. *Jurnal empati*, 4(4), 208–216. <https://doi.org/10.14710/empati.2015.14321>
- Sarwono, S.W. (2000). *Psikologi Remaja*. Jakarta: Rajawali.
- Setyawan, I. (2018). Hubungan antara self compassion dengan resiliensi. *Jurnal Empati*, 7(1), 54–59. <https://doi.org/10.14710/empati.2018.20146>
- Suryani, C. (2017). Dukungan sosial di media Sosial. *Jurnal Bunga Rampai Komunikasi Indonesia*, 251–261. <http://repository.uksw.edu/handle/123456789/13386>
- Syifa MA. (2019). Hubungan resiliensi dengan stres pada taruna tingkat i di sekolah tinggi perikanan. *Universitas Negeri Yogyakarta*. <https://journal.uny.ac.id/>
- Voci, A., Veneziani, C. A., & Fuochi, G. (2019). Relating mindfulness, heartfulness, and psychological well-being: The role of self-compassion and gratitude. *Mindfulness*, 10(2), 339–351.

<https://doi.org/10.1007/s12671-018-0978-0>

- Wardi, R. A., & Ningsih, Y. T. (2021). Kontribusi self-compassion terhadap pembentukan psychological well-being (kesejahteraan psikologis): Sebuah studi literatur. *Jurnal Reset Psikologi*, 1(1), 1–12. <http://dx.doi.org/10.24036/jrp.v2021i1.10754>
- Wijaya, R., Putri, G. S., & Pandjaitan, L. N. (2020). Efektifitas pelatihan kecerdasan emosional untuk meningkatkan kesejahteraan psikologis anak asuh. *Jurnal Psikohumanika*, 12(1), 60–78. <https://doi.org/10.31001/j.psi.v12i1.791>
- Yendork, J.S., & Somhlaba N. Z. (2014). Stress, coping and quality of life: An exploratory study of the psychological well-being of ghanaian orphans placed in orphanages. *Children and Youth Services Review*, 46, 28–37. <https://doi.org/10.1016/j.childyouth.2014.07.025>