

# The Relationship Between Social Support of Principal and Self-compassion of School Counselors to the Performance of School Counselors

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## Abstract

In this study, 115 participants were randomly chosen using a lottery system. Three research instruments, including a social support instrument with 32 valid items and a reliability coefficient of 0.769, were used to compile the study's findings on a Likert scale. Cronbach's alpha for the 26 self-compassion instrument items is 92. There were 15 legitimate elements included in the performance instrument, and its reliability coefficient was 0.878. Concurrent findings from two tests, with a  $F_{count} > F_{table}$  and a 0.007 significance level. These findings suggest a causal link between school counselors' social support and self-compassion and their effectiveness. The values ( $r$ ) 0.437 and 0.243 with significance ( $p$  0.007) and ( $p$  0.009) demonstrate a favorable association between social support and performance and self-compassion to the performance, respectively. With an  $R^2$  of 0.298, we can say that social support and self-compassion contribute effectively to performance by 29.8 percent. With an adequate contribution of 21.4% for social support and just 8.4% for self-compassion, it is clear that social support has a stronger association with performance. This study found that school counselors in Central Jakarta who reported higher levels of social support and self-compassion also reported better levels of job satisfaction.

**Keywords:** Social Support; Self-compassion; Performance; School Counselor

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## INTRODUCTION

Article 1 of Permendikbud No. 111 of 2014 Guidance and Counseling is defined as "a regular, factual, valid, and continuous as well as planned effort undertaken by advisors or school counselors in providing students or counselees progress in reaching freedom" (Paragraph 1 of 2014). The duties of a school counselors are time-consuming and varied, requiring them to conduct needs assessments, devise programs, establish and maintain relationships with stakeholders, conduct evaluations, and more. The effectiveness of school counselors can be measured not only by the quality of the programs they create to offer guidance and counseling assistance, but also by their understanding and adherence to professional ethics, their knowledge of what makes a good counselor (in the form of values and attitudes), their ability to maintain a growth mindset and maintain emotional stability, their facility with interpersonal communication and their capacity for empathy (Hidayat et al., 2019). Motivation is just one of several aspects that contribute to the consistently high performance of school counselors (Fauziah et al., 2021), both internal and external factors, such as inspiration provided by the principal (Sudibyo, 2018), coaching or supervision provided by school administrators, the amount of academic preparation and professional development courses completed, income or wages (Imron et al., 2021), the administrator's leadership functions, how principals and teachers perceive school counselors, and how the school is structured (Margaretha et al., 2021).

The effectiveness of a school counselor depends on the social support she receives from her principal and her own capacity to practice self-compassion. The concept of Self-compassion can be traced back to Buddhist teachings on the subject as individuals need to care for themselves first in order to truly be able to care for others. Self-compassion is defined as "...facing our own difficulties and struggles with the same commitment and open-heartedness that we would bring to a person we love. Self-compassion involves awareness, understanding, and the courage to be with suffering in a supportive way" (Silberstein-Tirch, 2019). Self-compassion involves the expression of one's true self, being authentic, paying attention to one's inner state, a positive and kind attitude toward oneself, the perception of being as valuable as others, and the emotional balance that comes from mindfulness (Neff, 2003, 2011a). Self-compassion is one of the strategies that individuals can do when fixing negative sentiments or feelings in order to avoid negative responses due to perceived sentiments (Neff, 2011b). Self-compassion is formed from three important elements, namely self-kindness, common humanity, and mindfulness (Neff, 2003b).

The principal's role as a principal is significant for the success of the guidance and counseling program because the principal plays a key role in ensuring that the school counselors goals are achieved. As a result, the principal's social support has a significant impact on the effectiveness of school counselors in running assistance programs, especially in reducing the likelihood of burnout in this group of educators (Habibah, 2019). Social support is described as "Systems are ever-present social aggregates that validate individuals' assumptions of others and provide them with opportunities to receive feedback about who they appear to be." (Sarason & Sarason, 1985). This explanation can be interpreted that social support is used as self-evaluation material sourced from the environment as a feedback provider so that individuals utilize their social environment as a source of information, cognitive guidance, and as a real and main resource when needed. Sarafino and Smith (Sarafino & Smith, 2011) emphasized Sarason and Sarason's statement by stating "Comfort, care, respect, and assistance from friends, family, and community members all fall under the umbrella term of "social support. The individual may find solace in the company of their partner or lover, their family and friends, their doctor, or

local community groups". A person who gets social encouragement will have a feeling of belief that he is loved, valuable, and a member of his good environment. Social support plays a role in autonomy in meeting a person's basic psychological needs, and is related to increasing self-esteem, self-regulation, health, and feelings related to others. Social support is divided into five aspects, namely emotional assistance, appreciation assistance, instrumental assistance, explanation assistance, and ally assistance (Sarafino & Smith, 2011). 80% more stress is experienced in helping profession work due to the obligation to help others, and 23% show signs of first stage burnout without depersonalization or total cynicism (Hricova & Lovasova, 2019). When dealing with difficult situations, school counselors are prone to compassion fatigue and burnout; yet school counselors are still expected to act professionally. Due to their own perfectionism, excessive selfishness, and unwillingness to set healthy boundaries, school counselors often put their students' needs above their own (Wahyuni & Desinta, 2022). School counselors in carrying out their duties need to have self-compassion because compassion in the workplace can help school counselors in obtaining positive work attitudes and behaviors, and reduce burnout at work. Sung-Hoon & Yongjun (2019) explained that there is a positive correlation between compassion and performance at work because compassion functions as social support that replenishes individual psychological resources that help them reach their full potential to successfully complete work. This study aims to test and prove how social support provided by the principal and self-compassion owned by school counselors have an impact on the performance of school counselors in carrying out their duties at school.

## **METHOD**

### **Design**

This study utilizes descriptive research systems and surveys as part of quantitative techniques. Questionnaires are used to obtain information for this study.

### **Participans**

In this study, 161 counseling teachers are the population and counseling with a research sample of 115 respondents using the Slovin formula (Sugiyono, 2016).

### **Instruments**

Using the survey method, a quantitative approach will be used to see if there is a relationship between the principal's social support gap and the self-compassion of school counselors in Central Jakarta with the success of these teachers. The material collection technique in this study used probability sampling with a lottery system. The attitude scale used is a linkert scale on three research instruments, namely the social support instrument adapted from the Ramos-Villagrassa instrument (2019), the social support instrument that develops indicators informed by Sarafino and Smith (2011), and the Indonesian-style self-compassion instrument developed by Sugianto, Suwartono, and Sutanto (2020).

### **Data Analysis**

Multiple linear regression correlation analysis was used to examine the second and third hypotheses, and partial correlation analysis was used to test the first hypothesis. The hypotheses of this study are: (1) There is a relationship between the principal's social support school counselors self-compassion with the performance of school counselors; (2) There is a relationship between the principal's social support and the performance of school

counselors; and (3) There is a relationship between school counselors self-compassion and the performance of school counselors. Statistical Product and Service Solution (SPSS) version 26.0 for Windows was used to help test the basic assumptions and test the standard assumptions.

## RESULT AND DISCUSSION

In the basic assumption test for normality test, the purpose of this study is to use the One Sample Kolmogorov-Smirnov method with a significance of  $p=0.05$  (Priyatno, 2012).

Table 1. Normality Test

		<i>Social Support</i>	<i>Self Compassion</i>	Kinerja
N		115	115	115
<i>Normal Parameters<sup>a,b</sup></i>	<i>Mean</i>	127.89	80.55	63.94
	<i>Std. Deviation</i>	18.535	8.616	5.084
<i>Most Extreme Differences</i>	<i>Absolute</i>	.082	.075	.079
	<i>Positive</i>	.047	.075	.053
	<i>Negative</i>	-.082	-.071	-.079
<i>Test Statistic</i>		.082	.075	.079
<i>Asymp. Sig. (2-tailed)</i>		.054 <sup>c</sup>	.156 <sup>c</sup>	.075 <sup>c</sup>

Based on the table in the Asymp section for normality testing. Sig. (2-tailed), the significance value for the social support variable is  $0.054 > 0.05$ , the significance value for self-compassion is  $0.156 > 0.05$ , and the significance level for performance is  $0.075 > 0.05$ . Testing the three factors showed that the data held an acceptance level of  $p > 0.05$ . This means that the evidence in this study is normally distributed, so it can be concluded. In addition, in the linearity test, the linearity test is used with a significance level  $> 0.05$  (Priyatno, 2012) to get the following results.

Based on the linearity test results in tables 2 and 3, the linearity deviation value between performance factors and social support is  $0.191$  ( $p > 0.05$ ), and the linearity deviation level between performance and self-compassion is  $0.998$  ( $p > 0.05$ ). Based on the results of the second linearity test, it can be said that there is a linear correlation between the performance variable and social support and the performance variable and self-compassion.

Table 2. Linearity Test between Performance and Social Support

			<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Kinerja* Social Support	<i>Between Groups</i>	<i>(Combined)</i>	1566.074	52	29.549	1.306	.157
		<i>Linearity</i>	81.832	1	81.832	3.616	.062
		<i>Deviation from Linearity</i>	1484.241	52	28.543	1.261	.191
	<i>Within Groups</i>		1380.500	61	22.631		
	<i>Total</i>		2946.574	114			

Table 3. Linearity Test between Performance and Self-Compassion

			<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Kinerja* Self Compassion	<i>Between Groups</i>	<i>(Combined)</i>	555.367	32	17.355	.595	.949
		<i>Linearity</i>	198.528	1	198.528	6.808	.011
		<i>Deviation from Linearity</i>	356.839	31	11.511	.395	.998
	<i>Within Groups</i>		2391.207	82	29.161		
	<i>Total</i>		2946.574	114			

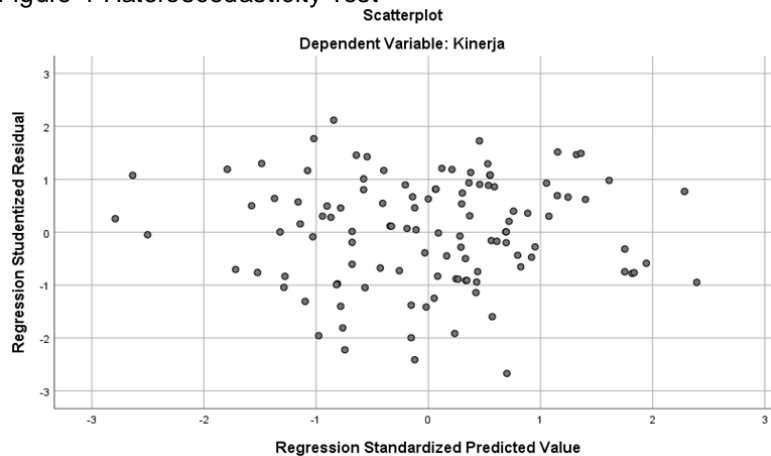
In this study, the classical assumption test added a multicollinearity test to see if the independent variables in the regression model were linearly related. When the VID value  $< 10$  and the range level  $> 0.1$ , and there is no multicollinearity between independent variables, then the variable is said to be linear (Azwar, 2012).

Table 4. Multicollinearity Test

Model	Unstandardised Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	70.714	5.745		12.310	.000		
Social Support	.037	.025	.134	1.669	.045	.982	1.019
Self Compassion	.142	.054	.241	2.647	.009	.982	1.019

The results in table 4 show that the tolerance value on the social support variable with self-compassion is 0.982 ( $p > 0.1$ ) and the VIF value is 1.019 ( $p < 10$ ), which can be concluded that there is no multicollinearity between the independent variables. Furthermore, the heteroscedasticity test aims to see if there is an inequality of variance from the residuals in the regression model by looking at the scatterplot pattern, where the data points should not form a certain pattern, spread above and below or around the number 0, and not collect in certain parts. The results of the heteroscedasticity test can be seen in the following figure.

Figure 1 Heteroscedasticity Test



In the picture of the heteroscedasticity test results, it can be seen that the existing points do not show a clear pattern, spread above and below the Y axis, and the points do not collect in certain parts. Therefore, the variables in this study do not have heteroscedasticity. Then, the autocorrelation test in the classic assumption test is used to see if there is a correlation that occurs in the residuals of an observation with other observations in the regression model (Priyatno, 2012). The autocorrelation test uses the Durbin-Watson (DW) test. If the DW value is between  $dU < DW < (4-dU)$ , then there is no autocorrelation (Priyatno, 2012). The results of the autocorrelation test can be seen in the following table.

Table 5. Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.492 <sup>a</sup>	.298	.269	4.906	1.845

Based on the autocorrelation test results above, the Durbin-Watson (DW) value is 1.845 with  $k = 2$  (number of variables) and  $N = 115$  (number of samples). In the DW table, the value of  $dL = 1.6606$  and  $dU = 1.7313$  is obtained, and the value  $(4-dU) = 2.2687$ . Therefore, the DW value is located between the  $dU$  and  $(4-dU)$  values with the information  $1.731 < 1.845 < 2.2687$ , thus obtaining the conclusion that the regression model in this study does not have autocorrelation.

The next step after testing the basic assumptions and classical assumptions, hypothesis testing is carried out with the technique of multiple regression analysis of two predictors with the SPSS version 26 application. The test is carried out in two stages, namely the F test and the t test. The F test is carried out to test the relationship of the predictor variables together on the criterion variable with the condition that they must have a significant effect on each other with a significance level of 0.05 or compare Fcount.

Table 6. F Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	250.479	2	125.239	<b>5.203</b>	<b>.007<sup>b</sup></b>
	Residual	2696.095	112	24.072		
	Total	2946.574	114			

Table 6 shows that the significance value of the F test at the 5% level is 0.007 ( $0.007 < 0.05$ ) and the value of  $F_{count} = 5.203 > F_{table} = 3.08$ . This value indicates that the third hypothesis proposed in this study is accepted, namely that there is a significant relationship between social support and self-compassion with performance.

Then, the t test aims to partially test the relationship between each predictor variable and the criterion variable. The requirement in the t test is that the independent variable has a significant influence on the dependent variable partially with a significance level of 0.05. The results of the t test can be seen in the following table.

Table 7. T Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	70.714	5.745		12.310	.000
Social support	.037	.025	.134	1.669	.045
Self Compassion	.142	.054	.241	2.647	.009

Table 7 shows data on social support variables with a significance value of 0.045 ( $0.045 < 0.05$ ) and the value of  $t_{count} = 1.669 > t_{table} = 1.658$ . Based on these data, it can be concluded that there is a significant relationship between social support and performance. The self-compassion variable obtained a value of  $t_{count} = 2.647 > t_{table} = 1.658$  with a significance value of 0.009 ( $0.009 < 0.05$ ). Therefore, it can be concluded that partially there is a significant relationship between self-compassion and performance.

The next analysis is a correlation test with multiple correlation analysis to determine the relationship between two or more independent variables and the dependent variable

simultaneously. In interpreting the correlation coefficient, it can be seen in the following table.

Table 8. Interpretation of Correlation Coefficient

No.	Interval R Value	Interpretation
1	0,000 – 0,199	Very low
2	0,200 – 0,399	Low
3	0,400 – 0,599	Medium
4	0,600 – 0,799	Strong
5	0,800 – 1,000	Very strong

Table 9. Multiple Correlation Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.492 <sup>a</sup>	.298	.269	4.906	.285	5.203	2	112	.007

Based on the summary model in table 9, it shows an R value of 0.492, where this value is in the range of 0.400 - 0.599 which is included in the moderate category. Sig value. F Change value of 0.007 (<0.05) which can be concluded that the variables of social support (X1) and self-compassion (X2) have a significant relationship to performance (Y) simultaneously. Overall the R value and Sig. F Change can be concluded that the level of relationship between social support (X1) and self-compassion (X2) with performance (Y) simultaneously has a moderate relationship.

The next analysis is partial correlation to determine the strength of the relationship between the independent variable and the dependent variable partially with a correlation value range between 1 to -1.

Table 10. Partial Correlation Analysis between Social Support and Performance

Control Variables		Performance	Social support
Self Compassion	Performance	<i>Correlation</i>	1.000
		<i>Significance (2-tailed)</i>	.
		<i>df</i>	0
Social support	Social support	<i>Correlation</i>	.437
		<i>Significance (2-tailed)</i>	.007
		<i>df</i>	112

Based on the table above, the correlation value is 0.437 (r) between social support and performance when self-compassion is used as a control variable. This value is in the range of 0.400-599 and can be interpreted that there is a moderate relationship between social support and performance. The significance value (2-tailed) is 0.007 which means that there is a significant relationship between the two variables ( $p < 0.05$ ). The significance of this test shows that the hypothesis that has been proven can be generalized in the research population (Priyatno, 2012). In this partial correlation test, it can be concluded that the higher the social support, the higher the level of performance.

Table 11. Partial Correlation Analysis between Social Support and Performance

Control Variables			Performance	Self-Compassion
Social support	Performance	Correlation	1.000	.243
		Significance (2-tailed)	.	.009
		df	0	112
	Self Compassion	Correlation	.243	1.000
		Significance (2-tailed)	.009	.
		df	112	0

In the table above, the correlation (r) value between self-compassion and performance when social support is used as a control variable is 0.243. This value can be interpreted that there is a low relationship between self-compassion and performance. The significance value (2-tailed) is 0.009 which indicates that there is a significant relationship between the two variables ( $p < 0.05$ ). Significance can mean that the hypothesis has been proven to be generalizable to the population (Priyatno, 2012). Based on this analysis, it can be concluded that the higher the self-compassion, the higher the individual performance.

Furthermore, the coefficient of determination analysis aims to determine the percentage contribution of the influence between the independent variables simultaneously on the dependent variable by looking at the R square column which moves from 0 to 1 (Priyatno, 2012).

Table 12. Analysis of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.492 <sup>a</sup>	.298	.269	4.906	1.845

Based on the table above, it is known that the coefficient of determination (R Square) is 0.298 or 29.8%. Thus, the percentage of influence given by the principal's social support and self-compassion of guidance and counseling teachers on the performance of guidance and counseling teachers is 29.8% and 70.2% is influenced by other factors not examined in this study.

The next analysis is an effective contribution to see the amount of contribution of the independent variable to the entire effectiveness of the regression line used as the basis for prediction.

Tabel 13. Hasil Analisis Bivariate

		Social support	Self-Compassion	Performance
Social Support	Pearson Correlation	1	.167	.160**
	Sig. (2-tailed)		.075	.005
	N	115	115	115
Self Compassion	Pearson Correlation	.167	1	.035
	Sig. (2-tailed)	.075		.150
	N	115	115	115
Performance	Pearson Correlation	.160**	.035	1
	Sig. (2-tailed)	.005	.150	
	N	115	115	115

Based on the data above, the coefficient of social support is 0.160 and self-compassion is 0.035. With this correlation coefficient value, it can be calculated into the formula to find the effective contribution with the calculation results in the table on the following page.

Table 14. Calculation of Effective Contribution

Variable	Score Calculation	Total
<i>Social support</i>	$0,134 \times 0,160 \times 100$	2,14
<i>Self-compassion</i>	$0,241 \times 0,035 \times 100$	0,84
Total		2,98

Based on the results of these calculations, the effective contribution of social support variables to performance variables is 21.4% and the effective contribution of self-compassion variables to performance variables is 8.4%. The total effective contribution of social support and self-compassion variables to the performance variable is indicated by the R<sup>2</sup> (R Square) value of 0.298 or 29.8%.

Relative contribution is used to see the amount of contribution of the independent variable to the sum of the regression squares which, when accumulated, the entire dependent variable becomes 100% or 1. The following are the results of the calculation of relative contribution in this study.

Table 15. Calculation of Effective Contribution

Variable	Score Calculation	Total
<i>Social support</i>	$0,134 \times 0,160 \times 100$	2,14
<i>Self-compassion</i>	$0,241 \times 0,035 \times 100$	0,84
Total		2,98

Based on the calculation of the effective contribution in this study, the results of the relative contribution of social support variables amounted to 71.8% and self-compassion variables amounted to 28.2% which accumulated to 100%.

Table 16. Social Support Scale Categorization

Standard Deviation Formula	Standard Deviation	Categorization	Respondent		Empirical Average
			f	%	
$(MH-3SD) \leq X < (MH-1,8SD)$	$32,1 \leq X < 57,66$	Very low	-	0%	
$(MH-1,8SD) \leq X < (MH-0,6SD)$	$57,66 \leq X < 83,22$	Low	3	2,6%	
$(MH-0,6SD) \leq X < (MH+0,6SD)$	$83,22 \leq X < 108,78$	Medium	14	12,2%	
$(MH+0,6SD) \leq X < (MH+1,8SD)$	$108,78 \leq X < 134,34$	Strong	53	46,1%	127,89
$(MH+1,8SD) \leq X < (MH+3SD)$	$134,34 \leq X < 159,9$	Very Strong	45	39,1%	
Total			115	100%	

In the social support scale category table, it is known that 115 respondents found 3 people (2.6%) getting social support in the low category, 14 people (12.2%) were in the medium category, 53 people (46.1%) in the high category, and 45 people (39.1%) in the high category with an empirical average value of 127.89. In general, it can be said that the respondents in this study have high social support.

Table 17. Self-Compassion Scale Categorization

Standard Deviation Formula	Standard Deviation	Categorization	Respondent		Empirical Average
			f	%	
$(MH-3SD) \leq X < (MH-1,8SD)$	$32,1 \leq X < 57,66$	Very low	-	0%	
$(MH-1,8SD) \leq X < (MH-0,6SD)$	$57,66 \leq X < 83,22$	Low	9	7,8%	
$(MH-0,6SD) \leq X < (MH+0,6SD)$	$83,22 \leq X < 108,78$	Medium	84	73,0%	80,55
$(MH+0,6SD) \leq X < (MH+1,8D)$	$108,78 \leq X < 134,34$	Strong	22	19,2%	
$(MH+1,8SD) \leq X < (MH+3SD)$	$134,34 \leq X < 159,9$	Very Strong	0	0%	
Total			115	100%	115

Based on the categorization on the self-compassion scale, it is known that out of 115 respondents, 9 people (7.8%) are in the low category, 84 people (73.0%) are in the medium category, and 22 people (19.1%) are in the high category with an empirical average of 80.55. Respondents in this study had self-compassion in the moderate category.

Table 18. Self-Compassion Scale Categorization

Standard Deviation Formula	Standard Deviation	Categorization	Respondent		Empirical Average
			f	%	
$(MH-3SD) \leq X < (MH-1,8SD)$	$32,1 \leq X < 57,66$	Very low	-	0%	
$(MH-1,8SD) \leq X < (MH-0,6SD)$	$57,66 \leq X < 83,22$	Low	9	7,8%	
$(MH-0,6SD) \leq X < (MH+0,6SD)$	$83,22 \leq X < 108,78$	Medium	84	73,0%	63,94
$(MH+0,6SD) \leq X < (MH+1,8D)$	$108,78 \leq X < 134,34$	Strong	22	19,2%	
$(MH+1,8SD) \leq X < (MH+3SD)$	$134,34 \leq X < 159,9$	Very Strong	0	0%	
Total			115	100%	115

Based on the categorization on the self-compassion scale, it is known that out of 115 respondents, 9 people (7.8%) are in the low category, 84 people (73.0%) are in the medium category, and 22 people (19.1%) are in the high category with an empirical average of 80.55. Respondents in this study had self-compassion in the moderate category.

Based on the research results that have been described, this study is in line with research conducted by Samsuryaningrum and Winahyu (2021) that self-compassion and social support have an influence on one's performance. The existence of social support obtained by individuals will make them feel more valued and make it easier for them to find solutions when facing a problem in their work which is their motivation to improve one's performance (Samsuryaningrum & Winahyu, 2021). In line with research by Puspitasari (2018), Sitepu (2018), Tajriani (2019), and Novitasari (2021), it is stated that social support has a relationship with one's performance. The existence of social support provided by the principal towards performance can improve the quality of guidance and counseling services at school, which in this case is reflected in its performance while at school (Pranoto &

Saidun, 2021). School counselors who are prone to stress when dealing with student problems can be helped by social support, such as Cahyani and Frianto's (2019) research which states that work stress can be reduced by social support so that it has an impact on improving individual performance. Jeon, Lee, and Kwon (2016) stated that social support can increase self-compassion in a person. Wiffida, Dwijayanto, and Priastana (2022) state that social support plays an important role in increasing self-compassion because it can increase motivation and confidence at work so that it school counselors to provide guidance and counseling services with a positive attitude when dealing with a problem and remain calm about emotions or changes in the attitude of students. Social support plays an important role in suppressing stress by expressing emotional attention with joy, empathy, and understanding himself or self-compassion (Wiffida et al., 2022). Thus, individuals will have good self-compassion can help him in relating to others in a caring manner and improve his social skills (Neff et al., 2008), where this is useful for school counselors who must be able to establish relationships with stakeholders in schools. Individuals who have self-compassion can influence how their job satisfaction and this is related to the quality of performance produced (Abaci & Arda, 2013).

Sung-Hoon & Yongjun (2019) in their research confirmed that compassion has a relationship with individual performance because compassion itself functions as psychological social support in helping individuals reach their full potential in completing work. The work of school counselors dealing with student problems is a job that is prone to burnout, so the existence of social support can help school counselors to get out of difficult situations (Sarafino & Smith, 2011), and the existence of self-compassion will help improve performance because it is an alternative in dealing with psychological problems, fear of failure, and negative emotions (Neff & Knox, 2017). Individuals with good performance achievement are influenced by the social support they get from others because humans are essentially social creatures who must relate to the people around them (Muhaimin et al., 2013). The existence of social support will affect how the psychological aspects of individuals can work calmly, motivated, and loyal, so that it is reflected in good performance. This is also supported by research conducted by Chidi and Victor (2017) which states that the way the principal provides supervision (instrumental support) has a significant effect on the performance of a teacher. Ashfaq, Batool, and Rasheed (2017) emphasized that social support has an impact on the performance of a teacher because the principal plays an important role in evaluating a healthy school environment so that communication between teachers can be formed and increase mutual assistance to each other and affect the performance of teachers at school. The job of a school counselors, which is a job with a care giver category, requires self-compassion, where self-compassion has a significant effect on individual performance, which is shown by individuals being able to deal with their negative feelings at work and having a high tendency of motivation to try again when experiencing failure or mistakes at work (Ari & Erdoğan, 2022). This is because self-compassion can reduce anxiety and depression while controlling negative affect and self-critical tendencies (Neff & Germer, 2017).

Categorization on performance variables in this study of 7.8% in the low category, 73% in the medium category, and 19.2% in the high category. The average empirical performance value is 63.94. Based on the results of this categorization, it can be concluded that school counselors in the Central Jakarta area at the SMA / SMK level are at a moderate level of performance. This indicates that the performance of school counselors has not been maximized in schools in providing guidance and counseling services, so it still needs to be improved so that the performance of school counselors in providing guidance and

counseling services in schools is more optimal. The results of the categorization of social support variables are 2.6% in the low category, 12.2% in the medium category, 46.1% in the high category, and 39.1% in the very high category. The empirical mean value on social support variables is 127.89. The results of the categorization of social support variables show that overall school counselors in Central Jakarta have high principal social support, where overall school counselors have been supported by the principal optimally in fulfilling guidance and counseling services at school. Categorization on self-compassion variables shows the results of 7.8% in the low category, 73% in the medium category, and 19.2% in the high category with an empirical mean value of 80.55. The results of this categorization can be concluded that in general, school counselors in Central Jakarta at the SMA / SMK level still need to increase self-compassion in themselves to make it easier for school counselors to work. This is because self-compassion is closely related to individual emotions and school counselors whose work intersects with emotions require good self-compassion so that they are not easily affected by burnout or compassion fatigue when serving students at school. Therefore, this study has answered the research hypothesis about the relationship between the principal's social support and self-compassion of school counselors on the performance of school counselors in Central Jakarta, both jointly and partially with the results and discussion previously described.

## CONCLUSION

Based on the results of the previous discussion, this research can be concluded as follows. There is a significant relationship between the principal's social support and self-compassion of school counselors with the performance of school counselors in Central Jakarta based on the results of multiple linear regression analysis. The results obtained  $F_{count}$  of 5.203 greater than  $F_{table}$  of 3.08 with a  $p$  value of 0.007 ( $p < 0.05$ ). The data shows that the third hypothesis in this study can be accepted with an empirical mean performance value of 63.94 which is included in the moderate category. The amount of effective contribution of performance variables is 29.8% as shown by the coefficient of determination  $R^2$  (R Square), and the remaining 70.2% is influenced by other variables not examined in this study. Social support variables with performance have a significant positive relationship based on the results of partial regression tests with a  $t_{count}$  value of 1.669 greater than the  $t$  table of 1.658 and a  $p$  value of 0.045 ( $p < 0.05$ ). These results indicate that the first hypothesis in this study is accepted. The higher the social support provided by the principal, the higher the performance of school counselors. The empirical mean value of the social support variable is 127.89 which is included in the high category with a relative contribution of 71.8% and an effective contribution of 21.4% to the performance of school counselors. The self-compassion variable has a significant relationship with the performance of school counselors as seen from the results of the partial regression test by obtaining a  $t_{count}$  of 2.647 greater than the  $t$  table = 1.658 with a  $p$  value of 0.009 ( $p < 0.05$ ). These results can be interpreted that the second hypothesis in this study is accepted with the statement that the higher the self-compassion of school counselors, the higher the performance of guidance and counseling teachers. The empirical mean value of the self-compassion variable is 80.55 which is included in the moderate category. The relative contribution of self-compassion variables is 28.2% and an effective contribution of 8.4% to the performance of school counselors.

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