

The role of resilience in mediating the relationship between family status broken home and students' self-compassion

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ABSTRACT

The family is the smallest social unit in society that plays a vital role in an individual's life and significantly influences the development and formation of personality. This study aims to examine the role of resilience in mediating the relationship between family status (broken home) and self-compassion in students of Senior High school Muhammadiyah 2 Medan. The study used a quantitative correlational design with a sample of 233 students aged 14–19 years. The research instruments included demographic questions regarding family status, the Connor-Davidson Resilience Scale (CD-RISC), and the Self-Compassion Scale (SCS). Data analysis was performed through regression mediation using the PROCESS Hayes procedure with 5,000 bootstrap samples. The results showed that family status had no significant effect on resilience ($B = -0.0910$; $p = 0.967$) and did not have a significant direct effect on self-compassion (Effect = 1.4693; $p = 0.385$). In contrast, resilience had a positive and significant effect on self-compassion ($B = 0.3694$; $p < 0.001$). The indirect effect test showed insignificant mediation (Effect = -0.0336 ; 95% BootCI $[-1.5528, 1.6512]$), indicating that resilience did not mediate the relationship between family status and self-compassion. This finding emphasizes the importance of strengthening internal psychological resources, particularly resilience, in efforts to improve student self-compassion and serves as a basis for guidance and counseling interventions in schools.

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1. Introduction

Family is the smallest social unit in society that plays an important role in an individual's life and has a major influence on development and personality formation (Rusmahadewi et al., 2024). However, not all families are able to perform this function optimally. One condition that can hinder family functioning is a broken home, defined as a family that is no longer intact, either due to the death of one or both parents or as a result of divorce leading to separation within the family (Lestari & Huwae, 2023). Divorce is an event that can cause emotional impacts on the family. In many cases, children are the most affected, as they must face changes in their family conditions and lives (Rohmah & Yuliasari, 2023). Parental divorce can lead to various psychological impacts on children, such as fear of rejection, sadness due to the loss of family unity, feelings of anger and hurt, loneliness, a tendency to blame oneself, and increased levels of anxiety (Laalah & Rahayu, 2024). Furthermore, broken home conditions also have a significant impact on children's academic achievement. Family disharmony can affect school attendance and disrupt children's concentration, motivation, and ability to participate optimally in the learning process (Rohmah & Yuliasari, 2023).

The various psychological and academic impacts experienced by children due to broken home conditions indicate that they face different levels of pressure and challenges in their family lives. These differences highlight the importance of internal psychological factors in helping children cope with the pressures they experience, enabling them to adapt positively to unfavorable situations. One important factor in this context is resilience (Murniasih & Irvan, 2023). Resilience can be

defined as an individual's ability to bounce back after facing difficulties, overcome various challenges, and adjust until reaching a stable condition again (Dharma, 2024). Adolescents with good levels of resilience generally demonstrate positive social skills, adaptability in social environments, good thinking skills, personal strengths and potential, self-motivation to learn, self-confidence, decision-making abilities, and developed aspects of spirituality or religiosity (Irvan, 2023).

In addition to resilience, another internal psychological factor that plays a role in helping children cope with the effects of a broken home is self-compassion (Kistyanti & Dharma, 2024). Self-compassion refers to an individual's attitude of treating themselves with acceptance, care, and understanding when facing failure, pressure, or life difficulties. It helps adolescents understand their condition when experiencing difficult situations that impact mental health (Ferbrianti & Fuadina, 2025). Adolescents with high self-compassion tend to treat themselves and others kindly (Nailulzahwaidar & Takwin, 2022). In contrast, those with low self-compassion tend to experience anxiety, low self-worth, feelings of isolation when facing failure, and a higher risk of depression (Laalah & Rahayu, 2024). Adolescents from broken home families often experience emotional pressure that can affect their ability to develop healthy self-compassion (Tessy et al., 2022). However, not all adolescents from non-intact families experience psychological decline. Many are able to endure and function well due to strong resilience. Therefore, an important question arises: Does resilience act as a mediator in the relationship between family status (broken home) and students' self-compassion?

Research on adolescents with divorced parents shows that broken home conditions do not always have purely negative effects, but are influenced by the individual's psychological factors. Self-compassion has been shown to play an important role in helping adolescents cope with emotional stress due to parental divorce. Adolescents who are able to treat themselves with acceptance tend to have better capacity to recover and endure difficult situations; thus, self-compassion is positively related to resilience among adolescents with divorced parents (Juniarly et al., 2021; Laalah & Rahayu, 2024). In addition to internal factors, external factors also contribute to the development of resilience in adolescents from broken home families. Perceived social support, especially from family and peers, has been found to significantly influence adolescent resilience (Jannah et al., 2022; Pramudita et al., 2025). However, no differences in resilience levels were found based on gender, although differences were observed in perceptions of peer social support. Other findings indicate that internal factors such as self-efficacy have a stronger influence than social support in shaping resilience among adolescents with divorced parents (Afifah & Trimulyaningsih, 2025; Puspitaningrum & Pudjiati, 2023).

On the other hand, the experience of parental divorce can also trigger positive psychological growth if individuals are able to interpret the experience adaptively. Adolescents who face various difficulties due to broken home conditions may experience post-traumatic growth, characterized by the ability to recover, find meaning in life, and develop in a more positive direction. This suggests that although divorce is a stressful event, individuals still have the opportunity to grow psychologically through healthy adaptation processes (Rohmah & Yuliasari, 2023). Although several studies have examined resilience among adolescents with divorced parents, most have positioned resilience as an outcome variable or a direct predictor. Research that specifically examines the role of resilience as a mediating variable in the relationship between broken home family status and self-compassion among high school students in Indonesia remains limited. Therefore, this study aims to fill that gap. This research seeks to analyze the relationship between broken home family status and students' self-compassion, as well as examine the influence of family status on students' resilience levels. Additionally, this study aims to test the relationship between resilience and self-compassion, and to analyze the role of resilience as a mediating variable in the relationship between broken home family status and students' self-compassion.

2. Method

This study used a quantitative approach with a correlational design. Data analysis was conducted using mediation regression to examine the role of resilience in mediating the relationship between family status (broken home) and self-compassion of students at Muhammadiyah 2 High School, Medan. Participants in this study were 233 students of Muhammadiyah 2 High School,

Medan, aged 14–19 years. Participants came from grades 10, 11, and 12. All participants agreed to be respondents and completed the research questionnaire completely, shown in Table 1.

Table 1. Research participants

Variable	Category	Frequency	Percentage
Age	14 years	4	1.7
	15 years	77	33.0
	16 years	73	31.3
	17 years	73	30.5
	18 years	7	3.0
	19 years	1	0.4
Gender	Female	142	60.9
	Male	91	39.1
Grade Level	Grade X	91	39.1
	Grade XI	76	32.6
	Grade XII	66	28.3
Family Status	Broken home	31	13.3
	Intact Family	202	86.7

The research instrument used in this study consisted of three parts. Family status (broken home) was measured using demographic questions aimed at identifying the respondents' family background. Resilience was measured using the Connor-Davidson Resilience Scale (CD-RISC), which consists of 25 statement items adapted into Indonesian (Wahyudi, 2020). This scale uses a five-point response range: very untrue (0), almost untrue (1), sometimes untrue (2), often true (3), and almost always true (4). Self-compassion was measured using the Self-Compassion Scale (SCS) developed by Neff (2003b) and adapted into Indonesian. This scale consists of 26 statement items covering six components, namely self-kindness (5 items), self-judgment (5 items), common humanity (4 items), isolation (4 items), mindfulness (4 items), and overidentification (4 items) (Sugianto et al., 2020). Measurements were made using a five-point Likert scale with a response range of 1 (almost never) to 5 (almost always).

Prior to the main data collection, the psychometric properties of the research instruments were considered based on previous validation studies conducted in the Indonesian context. The Indonesian versions of the Connor-Davidson Resilience Scale (CD-RISC) and the Self-Compassion Scale (SCS) have demonstrated satisfactory validity and reliability and have been widely applied in psychological research involving adolescents. Therefore, both instruments were considered appropriate for measuring resilience and self-compassion among high school students in this study.

Before data collection, permission to conduct the study was obtained from the school administration. Participants were informed about the objectives of the study, the voluntary nature of their participation, and the confidentiality of the information they provided. Informed consent was obtained from all participants prior to completing the questionnaires. Data collection was carried out during school hours in a classroom setting under the supervision of the researchers to ensure that all participants completed the questionnaires independently and according to the research procedures.

Following the completion of data collection, the questionnaires were carefully screened to ensure data quality before statistical analysis. Responses were examined for completeness, consistency, and eligibility according to the predetermined inclusion criteria. Only fully completed questionnaires with no missing responses were included in the final analysis, resulting in a dataset of 233 valid participants. This data screening process was conducted to improve the accuracy and reliability of the findings and to minimize potential bias arising from incomplete or invalid responses.

Data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. Descriptive statistics were employed to summarize participants' demographic characteristics and describe the distribution of the study variables. Prior to hypothesis testing, assumption tests, including normality and multicollinearity, were performed to determine the suitability of the data for regression analysis. Mediation regression analysis was then conducted to examine whether resilience mediated the relationship between family status (broken home) and self-compassion. Statistical significance was determined at the 95% confidence level with a significance criterion of $p < .05$. All of procedures of research display in Figure 1.

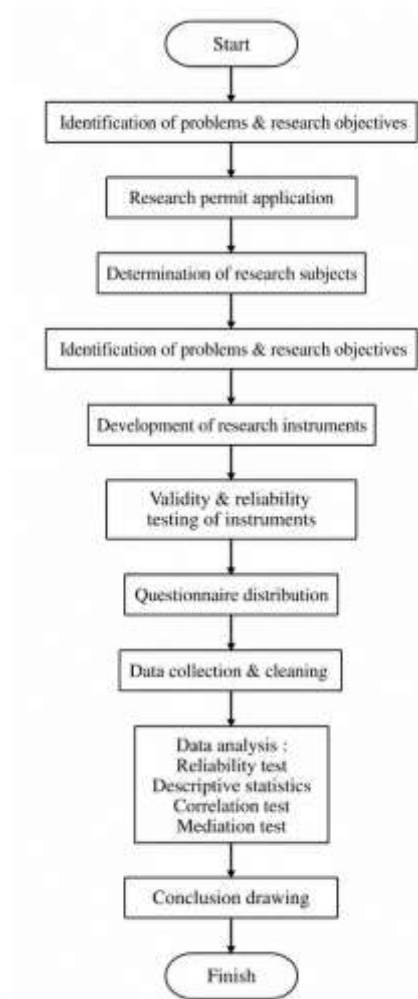


Fig. 1. Research procedures

3. Results and Discussion

In the initial stage, researchers prepared the data to ensure all variables were ready for analysis. This study involved 233 respondents, with family status coded as 0 = intact family and 1 = broken home. The instrument consisted of a resilience scale (25 items) and a self-compassion scale (26 items). Some items were negatively oriented (reversed items), so the scores were reversed before analysis. Afterward, researchers created a total resilience score (TRES) and a total self-compassion score (TSC) by summing all items on each scale. Before conducting the main statistical analyses, the internal consistency of the research instruments was evaluated using Cronbach's Alpha reliability analysis. The reliability results for the Resilience Scale are presented in Table 2.

Table 2. Resilience scale reliability results

Cronbach's Alpha	N of items
0.884	25

The Resilience Scale in this study demonstrated good reliability, with a Cronbach's Alpha value of 0.884. This value exceeds the minimum acceptable threshold of 0.70, indicating that the scale has good internal consistency and is appropriate for measuring resilience among high school students. The findings suggest that the 25 items consistently measure the same underlying construct, thereby minimizing measurement error and enhancing the accuracy of the collected data. According to commonly accepted reliability criteria, a Cronbach's Alpha coefficient between 0.80 and 0.90 reflects good reliability, indicating that the instrument is capable of producing stable and consistent

measurements. Therefore, the Resilience Scale was considered sufficiently reliable for use in the subsequent statistical analyses of this study. The Resilience Scale in this study demonstrated good reliability, with a Cronbach's Alpha value of 0.884. This value is above the minimum threshold of 0.70, indicating that the items on the scale have adequate internal consistency and are suitable for use as a measurement tool in research. To further evaluate the quality of the Self-Compassion Scale, an initial reliability analysis was conducted before proceeding with the main statistical analysis. The analysis was performed to identify items with low item-total correlations that might reduce the internal consistency of the scale. The reliability results before and after item elimination are presented in Table 3.

Table 3. Reliability test results of the self-compassion scale before and after item elimination

Step testing	Count item	Cronbach's Alpha	Information
Before item elimination	26	0,682	Reliability is sufficient
After item elimination	25	0,720	Reliable

Following the item elimination process, the reliability of the revised Self-Compassion Scale was re-evaluated to determine whether the removal of the problematic item improved the instrument's internal consistency. Reassessing the reliability after item elimination is an important step to ensure that the remaining items consistently measure the construct of self-compassion. The results of the final reliability analysis for the revised 25-item Self-Compassion Scale are presented in Table 4.

Table 4. Self-compassion scale reliability test results

Cronbach's Alpha	N of items
0.720	25

For the Self-Compassion scale, initial reliability testing showed a Cronbach's Alpha value of 0.682. After eliminating one item with a corrected item-total correlation below 0.30, the Cronbach's Alpha value increased to 0.720. This increase indicates that the item's removal improved the scale's internal consistency. Before testing the research hypotheses, descriptive statistical analysis was conducted to provide an overview of the characteristics and distribution of the study variables. Descriptive statistics, including the mean and standard deviation, were calculated to summarize the levels of resilience and self-compassion among the participants. These statistics provide initial information regarding the central tendency and variability of the data, which is useful for understanding the overall characteristics of the sample before proceeding with inferential analyses. The descriptive statistics of the research variables are presented in Table 5.

Table 5. Descriptive statistics of research variables

	N	Mean	Std. deviation
Total Resiliensi	233	64.6953	11.44277
Total Self Comparassion 2	233	80.2446	9.69915
Valid N (listwise)	233		

Based on the research data, the sample size was 233 students. The analysis showed that the resilience level had a mean value of 64.70 with a standard deviation of 11.44. Meanwhile, the self-compassion level had a mean value of 80.24 with a standard deviation of 9.70. The standard deviation values for both variables indicate data variation among respondents, with variations in resilience tending to be greater than those in self-compassion. Overall, these data suggest that the students in this study had a relatively higher level of self-compassion compared to their resilience levels. Analisis Regresi Linear. To examine the direct effect of family status on students' self-compassion, a simple linear regression analysis was performed, and the results are presented in Table 6.

Table 6. Influence of Family Status on Self-Compassion

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	55.392	1	55.392	0.588	0.444
Residual	21769.663	231	94.241		
Total	21825.056	232			

The results of the regression analysis showed that family status did not significantly influence students' self-compassion. This is indicated by an F value of 0.588 with a significance level of $p = 0.444$ ($p > 0.05$). Therefore, it can be concluded that family status (broken home) cannot directly predict students' levels of self-compassion.

A mediation test was conducted to examine the role of resilience in the relationship between family status (broken home) and students' self-compassion. The analysis was carried out using the PROCESS procedure by Hayes with 5,000 bootstrap samples. Family status was treated as the independent variable, resilience as the mediating variable, and self-compassion as the dependent variable. The results showed that family status did not have a significant effect on students' resilience ($B = -0.0910$; $p = 0.9672$). This finding indicates that whether a student comes from a broken home or not does not determine their level of resilience.

Furthermore, when family status and resilience were analyzed simultaneously in relation to self-compassion, the results revealed that resilience had a positive and significant effect on self-compassion ($B = 0.3694$; $p < 0.001$). This means that the higher the level of resilience a student has, the higher their level of self-compassion. In contrast, family status did not show a significant effect on self-compassion ($B = 1.4693$; $p = 0.3851$), indicating that family conditions do not directly determine how students treat themselves.

The direct effect test results also showed that the influence of family status on self-compassion was not significant (Effect = 1.4693; $p = 0.3851$; 95% CI $[-1.8577; 4.7963]$). This suggests that differences in family conditions, including a broken home background, do not directly determine the level of students' self-compassion. Therefore, self-compassion appears to be more influenced by internal individual factors or other psychological variables rather than family conditions alone.

In addition, the indirect effect test through resilience also showed a non-significant effect (Effect = -0.0336 ; BootCI 95% $[-1.5528; 1.6512]$), as the confidence interval includes zero. This finding indicates that resilience does not act as a mediator in the relationship between family status and self-compassion. Although theoretically resilience is often viewed as an adaptive mechanism that helps individuals cope with stress arising from less-than-ideal family conditions, in the context of this study, this role was not empirically supported.

More deeply, these results can be interpreted to suggest that students may possess other psychological resources that contribute to the development of self-compassion, such as peer social support, a supportive school environment, or well-developed emotional regulation skills. Moreover, the non-significant role of family status may indicate that experiencing a broken home does not necessarily have a direct negative impact on how individuals treat themselves, particularly if they are able to develop adaptive coping strategies.

4. Conclusion

The results of this study indicate that family status (broken home) does not have a significant effect on either students' resilience or self-compassion. This finding suggests that the relationship between family conditions and psychological development is not deterministic or direct. In other words, although the family is an important early environment, its influence on adaptive capacity and self-attitudes can be moderated by various other factors. This opens the possibility that students develop protective mechanisms outside the family context, so that the negative impact of less-than-ideal family conditions does not necessarily manifest in low resilience or self-compassion. On the other hand, the finding of a positive and significant effect of resilience on self-compassion indicates a strong relationship between an individual's adaptive capacity and how they treat themselves. Resilience functions not only as the capacity to endure but also as a foundation for the development of a healthy self-acceptance attitude. Resilient students tend to have cognitive and emotional flexibility, enabling them to interpret difficult experiences in a more constructive way. In this context, self-compassion emerges as an adaptive form of self-regulation, where individuals are not trapped in excessive self-criticism but are instead able to respond to failure with understanding and emotional balance. Thus, resilience can be viewed as a psychological prerequisite that strengthens the internalization of self-kindness, mindfulness, and common humanity.

However, the absence of a mediating role of resilience in the relationship between family status and self-compassion provides a more complex insight. The lack of influence of family status on resilience indicates that students' life experiences are not solely shaped by family structure, but also by the quality of social interactions, learning experiences, and the broader environmental context. This suggests that the development of self-compassion is multidimensional and does not depend on a single background variable. In other words, although resilience contributes to self-compassion, it does not serve as a bridge linking family conditions to self-compassion. From a practical perspective, these findings have important implications for guidance and counseling services in schools. Intervention approaches should not focus narrowly on identifying family background as a risk factor, but rather emphasize the development of students' internal strengths. Programs designed to enhance resilience-such as adaptive coping training, emotional regulation, and self-reflection-have the potential to produce more significant improvements in self-compassion. In addition, creating a supportive and inclusive school environment is also a key factor in facilitating students' optimal psychological development.

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