

The Relationship between the Social Support of Principal and Self-Compassion of School Counselors to the Performance of School Counselors



Revitia Thalita Salsabila¹, Istaryatiningtias², Ihsana El Khuluqo³

^{1,2,3} Universitas Muhammadiyah Prof. DR. HAMKA & Jakarta, Indonesia

ABSTRACT: In this study, 115 people participants were selected through a simple random sampling using a lottery technique. The research data was collected using a Likert scale with three types of research instruments, namely the social support instrument, which consisted of 32 valid items with a reliability coefficient of 0.769. The self-compassion instrument consists of 26 valid items with a Cronbach's alpha of 0.92. The performance instrument consisting of 15 valid items with a reliability coefficient of 0.878. Simultaneous test results using an Fcount > Ftable with a significance of 0.007. These results indicate that there is a significant relationship between social support and self-compassion to the performance of school counselors. The partial correlation test shows that there is a significant positive relationship between social support and performance and self-compassion to the performance, as indicated by the values (r) 0.437 and 0.243 with a significance of 0.007 and 0.009 ($p < 0.05$). The R² value is 0.298, in which social support and self-compassion make a simultaneous effective contribution of 29.8% to performance. Social support provides a greater relationship to performance than self-compassion with an effective contribution of 21.4% for social support and 8.4% for self-compassion. Therefore, it can be concluded that all the hypotheses put forward confirmed to be proven in the sense that the higher the social support and self-compassion is, the higher the performance of school counselors in Central Jakarta.

KEYWORDS: Social support, self-compassion, performance, school counselors

I. INTRODUCTION

Article 1 of Permendikbud No. 111 of 2014 defines guidance and counseling as "a regular, factual, valid, and continuous as well as planned effort undertaken by advisors or school counselors in facilitating students or counselees in their effort in gaining independence" (Paragraph 1 of 2014). A school counselor has a demanding work load such as designing guidance and counselling programs, understanding and implementing professional ethics, conscious awareness towards values and behavior, having the ability to implement a counselor's defining characteristics, adopting a flexible viewpoint and possessing an emotional stability, having the ability to communicate and to foster relations with stakeholder (Hidayat et al., 2019). Motivation is one of several factors which consistently contribute to the high working performance of school counselors. (Fauziah et al., 2021). Motivation can come both internally and also externally such as motivation which is given by the principal (Sudibyo, 2018), coaching or supervision administered by the principal, the amount of completed academic preparation and professional development courses, income or wages (Imron et al., 2021), the principal's leadership functions, how principals and teachers perceive school counselors and the act of counselling itself, and the school organization atmosphere (Margaretha et al., 2021).

An effective work performance of school counselors depends on the social support they receive from the principal and their ability to practice self-compassion. The principal's role as the leader of an institution 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. Therefore, the principal's social support has a significant impact on the effectiveness of school counselors in carrying out assistance programs, especially in reducing the likelihood of burnout among counselors (Habibah, 2019). 80% more stress is experienced in helping profession work due to the obligation to help others, and 23% show signs of burnout. (Hricova & Lovasova, 2019). When dealing with difficult situations, school counselors are prone to fatigue and emotional burnout; yet school counselors are still expected to act professionally. School counsellors have the tendency to care for others more than themselves due to their own inability to set boundaries, the presence of their own perfectionism standards and unrealistic hope. These factors have made 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 in the workplace it can help school counselors in obtaining positive

The Relationship between the Social Support of Principal and Self-Compassion of School Counselors to the Performance of School Counselors

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.

The initial definition of work performance is "the worth of the spectrum of employee actions that have a bearing on the success or failure of the organization in achieving its goals" (Colquitt, J. LePine, J. & Wesson, 2015). Furthermore, work performance is measured by the outcomes that an individual achieves within a certain period of time (Margaretha et al., 2021) thus work performance is the ability to execute job responsibilities and its outcomes. The work performance dimension consists of three dimensions namely task performance, contextual performance, and counterproductive work behavior (Ramos-Villagrasa et al., 2019). The three dimensions gives a relatively comprehensive and simple approach in assessing work performance as a single unit (Dalal et al., 2012).

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 a self-evaluation equipment derived from the environment as a feedback in order for individuals utilize their social environment as a source of information, cognitive guidance, and as a real and main resource when needed. Sarafino and 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 feel that he or she is loved, valuable, and belongs to a good environment. Social support plays a role in autonomy in fulfilling a person's basic psychological needs, and is related to self-esteem, self-regulation, health, and feelings improvement related to others. Social support is divided into five aspects, namely emotional support, appreciation support, instrumental support, explanation support, and companion support (Sarafino & Smith, 2011).

The concept of self-compassion can be traced back to Buddhist teachings on how individuals should 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 employ in handling 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).

METHOD

This study is a descriptive research and employs surveys as part of its quantitative technique. This method will be used to examine whether there is a relation between the principal's social support and the self-compassion of school counselors in Central Jakarta in correlation to the counsellors' working performance. The population of counseling teachers in Central Jakarta is 161 and in this research, 115 respondents was selected using the Slovin formula (Sugiyono, 2013). 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-Villagrasa instrument (2019), the social support instrument that develops indicators developed by Sarafino and Smith (2011), and the Indonesian-style self-compassion instrument developed by Sugianto, Suwartono, and Sutanto (2020). 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 and 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 test the basic assumptions and the standard assumptions.

RESULTS AND DISCUSSION

Result

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

The Relationship between the Social Support of Principal and Self-Compassion of School Counselors to the Performance of School Counselors

Table 1 Normality Test Result

		<i>Kinerja</i>		
N		115	115	115
<i>Normal Parameters^{a,b}</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^c	.156^c	.075^c

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 $0.075 > 0.05$. The testing of the three factors showed that the data held the significance level of $p > 0.05$. This shows that since the evidence in this study is normally distributed, 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.

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>
<i>Kinerja * Social Support</i>	<i>Between Groups (Combined)</i>		1566.074	53	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>
<i>Kinerja * Self Compassion</i>	<i>Between Groups (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			

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 showed that there is a linear correlation between the performance variable and social support and the performance variable and self-compassion.

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 Result of Independent Variables

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		<i>t</i>	<i>Sig.</i>	<i>Collinearity Statistics</i>	
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>				<i>Tolerance</i>	<i>VIF</i>
1 (<i>Constant</i>)	70.714	5.745			12.310	.000		
<i>Social Support</i>	.037	.025	.134		1.669	.045	.982	1.019
<i>Self Compassion</i>	.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 out above and below or around the number 0, and not grouped in certain parts. The results of the heteroscedasticity test can be seen in the following figure.

The Relationship between the Social Support of Principal and Self-Compassion of School Counselors to the Performance of School Counselors

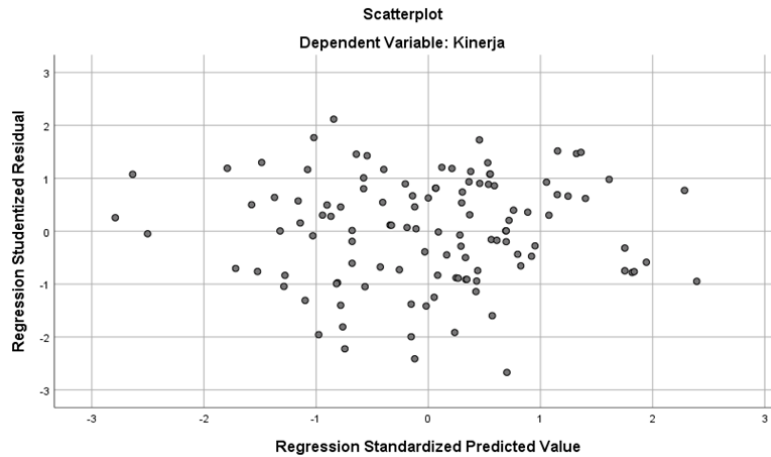


Figure 1 Heteroscedasticity Test

In the picture of the heteroscedasticity test results, it can be seen that the existing points do not show a clear pattern, spread out above and below the Y axis, and the points do not grouped 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 Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.492 ^a	.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	5.203	.007^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 Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	70.714	5.745		12.310	.000

The Relationship between the Social Support of Principal and Self-Compassion of School Counselors to the Performance of School Counselors

<i>Social support</i>	.037	.025	.134	1.669	.045
<i>Self Compassion</i>	.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 there is a significant relationship between self-compassion and performance, but only partially.

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. The following table shows how to interpret the correlation coefficient.

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 Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.492^a	.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. This value is in the range of 0.400 - 0.599 which is then can be classified 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. Based on the R value and Sig. F Change value, we can conclude 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 which uses the correlation value range between 1 to -1 to determine the strength of the relationship between the independent variable and the dependent variable.

Table 10 Partial Correlation Analysis between Social Support and Performance Result

Control Variables		Performance	Social support
<i>Self Compassion</i>	Performance	Correlation	1.000
		Significance (2-tailed)	.
		df	0
<i>Social support</i>	Social support	Correlation	.437
		Significance (2-tailed)	.007
		df	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 of this research can be generalized in the research population (Priyatno, 2012). From this partial correlation test, it can be concluded that the higher the social support is, the higher the level of performance.

Table 11 Partial Correlation Analysis between Social Support and Performance Result

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

The Relationship between the Social Support of Principal and Self-Compassion of School Counselors to the Performance of School Counselors

<i>Self-Compassion</i>	<i>Correlation</i>	.243	1.000
	<i>Significance (2-tailed)</i>	.009	.
	<i>df</i>	112	0

In the table above, the correlation (r) value between self-compassion and performance is 0.243 when social support is used as a control variable. 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. Based on this analysis, it can be concluded that the higher the self-compassion is, the higher the individual performance.

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

Table 12 Analysis of the Coefficient of Determination Result

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

Based on the table above, the coefficient of determination (R Square) is 0.298 or 29.8%. 29,8% of the counsellors work performance is influenced by the principal's social support and counselors' self-compassion and the remaining 70.2% is influenced by other factors not examined in this study.

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

Table 13. Bivariate Analysis Result

		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 following table.

Table 14 Calculation of Effective Contribution Result

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 R2 (R Square) value of 0.298 or 29.8 demonstrates that social support and self-compassion contributes substantially to the performance variable.

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 formula of relative contribution is $\frac{SE}{S\ Square}$. The following are the results of the calculation of relative contribution in this study.

The Relationship between the Social Support of Principal and Self-Compassion of School Counselors to the Performance of School Counselors

Table 15 Calculation of Effective Contribution Result

Variable	Score Calculation	Total
<i>Social support</i>	0,134 x 0,160 x 100	2,14
<i>Self-compassion</i>	0,241 x 0,035 x 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 Result

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 from 115 respondents it is found that 3 people (2.6%) got social support in the low category, 14 (12.2%) people were in the medium category, 53 people (46.1%) were in the high category, and 45 people (39.1%) were 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
$(MH+0,6SD) \leq X < (MH+1,8SD)$	$108,78 \leq X < 134,34$	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, there were 9 people (7.8%) categorized in the low category, 84 people (73.0%) were in the medium category, and 22 people (19.1%) were 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
$(MH+0,6SD) \leq X < (MH+1,8SD)$	$108,78 \leq X < 134,34$	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 work performance scale, it is known that out of 115 respondents, 9 people (7.8%) are in the low category, 84 people (73.0%) were in the medium category, and 22 people (19.1%) were in the high category with an empirical average of 80.55. Therefore, respondents in this study had self-compassion in the moderate category.

DISCUSSION

Based on the research results, this study is in line with research conducted by Samsuryaningrum and Winahyu (2021) which stated that self-compassion and social support has a significance impact on one's performance. The existence of social support obtained by individuals will make them feel more valued and it will make it easier for them to find solutions when facing a problem at work which then motivate them to improve their performance (Samsuryaningrum & Winahyu, 2021). In line with research by

The Relationship between the Social Support of Principal and Self-Compassion of School Counselors to the Performance of School Counselors

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 the counsellors performance while they are at school (Pranoto & Saidun, 2021). School counselors who are prone to stress when dealing with student problems can be relieved by social support, as stated in Cahyani and Frianto's (2019) research. According to their research, 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 strengthen motivation and confidence at work and as a result when dealing with a problem, school counselors maintain a positive guidance and counseling services and remain calm towards emotional burst or changes in the students' attitude. Social support plays an important role in suppressing stress by expressing emotional attention with joy, empathy, and an understanding of him/herself or self-compassion (Wiffida et al., 2022). By having good self-compassion, counsellors will engage their relationships with others with care can influence their work satisfaction and in this case related to the quality of performance them in relating to others in a caring manner and improving their social skills (Neff et al., 2008). This is useful because school counsellors should be able to work together with stakeholders at school. Individuals who have self-compassion can influence their level of job satisfaction level and this is related to the quality of performance produced (Abaci & Arda, 2013).

Sung-Hoon & Yongjun (2019) in their research confirmed that compassion is related to individual performance because compassion itself functions as psychological social support in helping individuals to 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 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 the psychological aspects of individuals which enable them to 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 categorized as a care giver line of work, requires the existence of self-compassion since it has a significant effect on individual performance. By possessing self-compassion, individuals are able to deal with their negative feelings at work and have 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. The 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 their self-compassion 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 providing counselling and guidance for 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 collectively and separately concerning the previous results and discussion.

The Relationship between the Social Support of Principal and Self-Compassion of School Counselors to the Performance of School Counselors

CONCLUSIONS

Based on the results of the previous discussion, this research can be concluded as follows.

1. 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 Fcount of 5.203 greater than Ftable 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 which are not examined in this study.
2. Social support variables with performance have a significant positive relationship based on the results of partial regression tests with a tcount 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 is, 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 work performance of school counselors.
3. 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 tcount 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 is, 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.

REFERENCES

- 1) Abaci, R., & Arda, D. (2013). Relationship between Self-compassion and Job Satisfaction in White Collar Workers. *Procedia - Social and Behavioral Sciences*, 106, 2241–2247. <https://doi.org/10.1016/j.sbspro.2013.12.255>
- 2) Ari, E., & Erdoğan, E. (2022). Self-Compassion, Employee Burnout and Performance: Serial Mediation by Free Time Management and Flow Experience. *Journal of Human Resource Management – HR Advances and Developments*, 25(1), 30–41. <https://doi.org/10.46287/jhrmad.2022.25.1.3>
- 3) Ashfaq, M., Batool, S. B., & Rasheed, R. (2017). An Investigation of Secondary School Teachers' Job Performance in Relation with Social Support and Work Engagement. *Journal of Policy Research*, 8(3), 339–343.
- 4) Azwar, S. (2012). *Reliabilitas dan Validitas Edisi 4*. Pustaka Pelajar.
- 5) Cahyani, W., & Frianto, A. (2019). Peran Dukungan Sosial terhadap Stres Kerja sebagai Peningkatan Kinerja Karyawan. *Jurnal Ilmu Manajemen*, 7(3), 868–876.
- 6) Chidi, N., & Victor, A. A. (2017). Principals' Supervisory Techniques as Correlates of Teachers' Job Performance in Secondary Schools in Ebonyi State, Nigeria. *International Journal for Social Studies*, 3(10), 13–22. <http://ezproxy.lib.uconn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED581535&site=ehost-live>
- 7) Dalal, R. S., Baysinger, M., Brummel, B. J., & Lebreton, J. M. (2012). The relative importance of employee engagement, other job attitudes, and trait affect as predictors of job performance. *Journal of Applied Social Psychology*, 42(SUPPL. 1), 295–325. <https://doi.org/10.1111/j.1559-1816.2012.01017.x>
- 8) Fauziah, Neviyarni, Ahmad, R., & Syukur, Y. (2021). Faktor Mempengaruhi Kinerja Guru Bimbingan dan Konseling/ Konselor Memberikan Bimbingan Karier. *JAMBURA Guidance and Counseling Journal*, 2(1), 10–15. <https://doi.org/10.37411/jgcj.v2i1.589>
- 9) Habibah, S. (2019). Kondisi Burnout pada Guru BK/Konselor di Sekolah Menengah Atas Negeri Kota Pekanbaru dan Implikasinya Bagi Peran Kepala Sekolah. *Educational Guidance and Counseling Development Journal*, 2(2), 66. <https://doi.org/10.24014/egcdj.v2i2.8264>
- 10) Hidayat, D. R., Badrujaman, A., & Suryarsi, S. (2019). Kinerja Guru Bimbingan dan Konseling SMP di Sub Rayon 01 Kota Bekasi. *INSIGHT: Jurnal Bimbingan Konseling*, 8(1), 51–64. <https://doi.org/10.21009/insight.081.05>
- 11) Hricova, M., & Lovasova, S. (2019). Stress, Secondary Trauma and Burnout Risk Characteristics in Helping Professions. *Journal of Interdisciplinary Research*, 8(2), 161–165. <https://www.researchgate.net/publication/330359700>
- 12) Imron, M., Naqiyah, N., & Tri Hastuti, R. (2021). Kinerja Guru Bimbingan Dan Konseling SMA Kota Surabaya Dan Faktor-Faktor Yang Mempengaruhinya. *JBKI (Jurnal Bimbingan Konseling Indonesia)*, 6(1), 32. <https://doi.org/10.26737/jbki.v6i1.2038>
- 13) Jeon, H., Lee, K., & Kwon, S. (2016). Investigation of the Structural Relationships Between Social Support, Self-Compassion, and Subjective Well-Being in Korean Elite Student Athletes. *Psychological Reports*, 119(1), 39–54.

The Relationship between the Social Support of Principal and Self-Compassion of School Counselors to the Performance of School Counselors

<https://doi.org/10.1177/0033294116658226>

- 14) Ko, S. H., & Choi, Y. (2019). Compassion and job performance: Dual-paths through positivework-related identity, collective self esteem, and positive psychological capital. *Sustainability (Switzerland)*, 11(23). <https://doi.org/10.3390/su11236766>
- 15) Margaretha, D., Erlinda, M., & Doni, Y. D. (2021). Kinerja Guru Bimbingan Konseling Di Kota Kupang Menurut Persepsi Kepala Sekolah. *Sebatik*, 25(2), 449–459. <https://doi.org/10.46984/sebatik.v25i2.1651>
- 16) Muhaimin, B., Pramono, R. E., & Sutrisno. (2013). Pengaruh Dukungan Sosial dan Insentif Terhadap Kinerja Karyawan KUD Tri Jaya Sragen Kabupaten Banyuwangi (EFFECTS OF SOCIAL SUPPORT AND INCENTIVES AT THE PERFORMANCE ON EMPLOYEE KUD TRI JAYA SRATEN BANYUWANGI REGENCY). *Artikel Ilmiah Hasil Penelitian Mahasiswa 2013*.
- 17) Neff, K. D. (2003). The Development and Validation of a Scale to Measure Self-Compassion. *Self and Identity*, 2(3), 223–250. <https://doi.org/10.1080/15298860309027>
- 18) Neff, K. D. (2011a). Self-compassion, self-esteem, and well-being. *Social and Personality Psychology Compass*, 5(1), 1–12. <https://doi.org/10.1111/j.1751-9004.2010.00330.x>
- 19) Neff, K. D. (2011b). *Self-Compassion: Stop Beating Yourself Up and Leave Insecurity Behind*. Harper Collins.
- 20) Neff, K. D., & Germer, C. (2017). *Self-Compassion and Psychological Well-being*. Oxford University Press, Inc. <https://doi.org/10.1093/oxfordhb/9780190464684.013.27>
- 21) Neff, K. D., & Knox, M. C. (2017). Self-Compassion. In *Encyclopedia of Personality and Individual Differences* (V. Zeigler). Cham: Springer International Publishing. <https://doi.org/10.1007/978-3-319-28099-8>
- 22) Neff, K. D., Pisitsungkagarn, K., & Hsieh, Y. P. (2008). Self-compassion and Self-Construal in the United States, Thailand, and Taiwan. *Journal of Cross-Cultural Psychology*, 39(3), 267–285. <https://doi.org/10.1177/0022022108314544>
- 23) Novitasari, D., Asbari, M., Purwanto, A., Fahmalatif, F., Sudargini, Y., Hidayati, L., & Wiratama, J. (2021). The Influence of Social Support Factors on Performance: A Case Study of Elementary School Teachers. *International Journal of Social and Management Studies (IJOSMAS)*, 01(01), 41–52. <http://www.ijosmas.org>
- 24) Pranoto, H., & Saidun, M. J. (2021). COUNSELING MILENIAL (CM) DUKUNGAN KEPALA SEKOLAH DALAM PENINGKATAN LAYANAN OLEH GURU BIMBINGAN DAN KONSELING. *Counseling Milenial (CM)*, 2(2), 319–327.
- 25) Priyatno, D. (2012). *Belajar Praktis Analisis Parametrik dan Non Parametrik dengan SPSS*. Gava Media.
- 26) Puspitasari, K. D. A. (2018). Pengaruh beban kerja dan dukungan sosial terhadap kinerja karyawan pada PT. Perkebunan Nusantara di Nganjuk. *Jurnal Ilmu Manajemen*, 6(4), 394–400.
- 27) Ramos-Villagrasa, P. J., Barrada, J. R., Fernández-del-Río, E., Koopmans, L., Ramos-Villagrasa, P. J., Barrada, J. R., Fernández-del-Río, E., & Koopmans, L. (2019). Assessing Job Performance Using Brief Self-report Scales: The Case of the Individual Work Performance Questionnaire. *Journal of Work and Organizational Psychology*, 35(3), 195–205. https://scielo.isciii.es/scielo.php?script=sci_arttext&pid=S1576-59622019000300006&lng=es&nrm=iso&tlng=en%0Ahttps://scielo.isciii.es/scielo.php?script=sci_abstract&pid=S1576-59622019000300006&lng=es&nrm=iso&tlng=en
- 28) Samsuryaningrum, I. P., & Winahyu, P. (2021). Pengaruh Self Compassion dan Dukungan Sosial Terhadap Kinerja Tim Teknis Pendukung BTT Penanganan Covid 19 Kabupaten Jember. *Jurnal Manajemen ...*, 07(02), 74–81. <http://jurnal.unmuhjember.ac.id/index.php/JMBI/article/view/4916>
- 29) Sarafino, E. P., & Smith, T. W. (2011). *Health Psychology-Biopsychosocial Interactions* (Seventh Ed). John Wiley & Sons, Inc.
- 30) Sarason, I. G., & Sarason, B. R. (1985). *Social Support: Theory, Research and Applications*. Martinus Nijhoff Publishers.
- 31) Silberstein-Tirsch, L. (2019). *The Everyday Guide to Self-Compassion: How to be nice to yourself (Effective Strategies to Increase Self-Love and Accpentance)*. Althea Press.
- 32) Sitepu, A. J. M. (2018). Pengaruh Dukungan Sosial, Stres Kerja, Dan Kepuasan Kerja Terhadap Kinerja Anggota Pada Satuan Reserse Narkoba Di Kepolisian Resor Banjarbaru. *Kindai*, 14(3), 201–209. <https://doi.org/10.35972/kindai.v14i3.222>
- 33) Sudibyo, H. (2018). Faktor Yang Mempengaruhi Kinerja Guru Bimbingan dan Konseling Dalam Publikasi Ilmiah di SMP Kabupaten Pekalongan. *Jurnal Bikotetik*, 02(2), 144–146.
- 34) Sugianto, D., Suwartono, C., & Susanto, S. H. (2020). Skala Welas Diri (The Self-Compassion Scale). *Jurnal Psikologi Ulayat*, 21(1), 1–9. <https://doi.org/10.24854/jpu02020-337>
- 35) Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

The Relationship between the Social Support of Principal and Self-Compassion of School Counselors to the Performance of School Counselors

- 36) Tajriani, D. T. (2019). Pengaruh Soft Skill dan Dukungan Sosial Teman Kerja Terhadap Kinerja Pemasaran BMT di Yogyakarta. *Indonesian Interdisciplinary Journal of Sharia Economics (IJSE)*, 1(2), 1–6. <https://doi.org/10.31538/ijse.v1i2.192>
- 37) Wahyuni, E., & Desinta, R. (2022). Gambaran Self-Care Guru Bimbingan dan Konseling di SMA Negeri Se-DKI Jakarta. *INSIGHT: Jurnal Bimbingan Konseling*, 10(1), 67–78. <https://doi.org/10.21009/insight.101.09>
- 38) Wiffida, D., Dwijayanto, I. M. R., & Priastana, I. K. A. (2022). Hubungan Dukungan Sosial Rekan Kerja dengan Self-Compassion pada Perawat. *Indonesian Journal of Health Research*, 5(2), 91–99.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.