

THE EFFECT OF FAMILY SUPPORT ON STUDENTS' EMOTIONAL INTELLIGENCE THROUGH SELF-COMPASSION MEDIATION AT SMP NEGERI 34 MEDAN

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ARTICLE HISTORY

Received : 11-08-2025

Revised : 10-08-2025

Accepted : 15-09-2025

KEYWORDS

Family Support,
Emotional Intelligence,
Self-Compassion,
Students.

ABSTRACT

The purpose of this study was to determine and test empirically To determine whether the role of Self-compassion mediation in the influence of family support on emotional intelligence in students This study uses a quantitative method, with a population of 389 and a sample of 389. The sampling technique used is the total sampling technique. The data analysis technique used is structural equation modeling (SEM). After testing the hypothesis, the results obtained Family support has an effect on Emotional Intelligence, with a path coefficient value of 0.623, and significant, with a p value <0.001. Furthermore, family support has an effect on Self-compassion, with a path coefficient value of 1.133, and significant, with a p value <0.001. then, self-compassion has an effect on Emotional Intelligence, with a path coefficient value of 0.358, and is significant, with a p value <0.001. The indirect effect of family support on Emotional Intelligence, through self-compassion is 0.462. It is known that self-compassion significantly mediates the effect between family support and Emotional Intelligence.

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INTRODUCTIONS

Education is the process of forming understanding, critical thinking skills, and developing students' potential. In Law of the Republic of Indonesia No. 20 of 2003, it is stated that education aims to make students actively develop themselves. Currently, the independent curriculum is implemented as a form of independent learning policy to create an intelligent, fair, and wise society, and encourage educational institutions to adapt to the development of the times (Asfiati, 2016).

The independent curriculum emphasizes character development, soft skills, understanding of essential materials, and student projects. Despite this, many students experience stress due to difficulty adapting. Research (Fadhilah et

al., 2024) It found that 12.5% of students experienced mild stress, 71.88% moderate stress, and 15.62% severe stress in facing this curriculum.

Negative emotions in learning are natural. However, emotion regulation skills are essential for students to be able to manage stress and learning challenges. Well-managed emotions become the power to complete tasks, interact positively and create innovation (Manik, 2017). (Goleman, 2024) states that emotional intelligence (EQ) includes the ability to recognize, understand, and manage the emotions of oneself and others.

EQ plays a crucial role in academic success, as without it students cannot optimize their cognitive abilities (Scott, 2020). Unfortunately, the results of observations show that there are still many students who experience emotional difficulties, conflicts with peers, and aggressive behavior. This reflects low self-awareness and empathy.

The ability to motivate oneself is very important in learning so that students remain optimistic and do not consider learning as a burden (Sardiman, 2019). (Maslow, 1943) emphasizing that the need for love and affection is a prerequisite for emotional intelligence. (Regan et al., 2020) Associate it with self-compassion, which is the ability to give kindness to oneself in the face of difficulties.

Neff in (Rengani & Widasavetri, 2018) explains that self-compassion consists of three components: self-kindness, common humanity (awareness that suffering is part of human life), and mindfulness (full awareness of the situation without exaggeration). All three protect individuals from stress and negative emotions (K. D. Neff, 2011).

However, many students have not implemented self-compassion. They feel inadequate, blame themselves for failure, and get caught up in negative emotions. Researchers found that some students experience prolonged stress due to study stress and low self-compassion. Self-compassion can lower anxiety in situations involving self-esteem (K. D. Neff et al., 2007) and helps to see difficulties as part of the learning process (Breines & Chen, 2012).

In addition to self-compassion, family support is also important in the development of EQ. Goleman (in (Gottman, 2011) calling the family the first school in learning emotions. Parents are responsible for forming and teaching emotional skills to children (Elias et al., 2013). Family support includes emotional, informational, and reward support, which creates a sense of security for family members (A. J. Friedman et al., 2011).

This support has an impact on the regulation of individual emotions and behaviors (Harper & Quaye, 2009). However, the researchers' observations show that some students do not get emotional support, even experiencing verbal abuse from their families. As a result, students experience obstacles in expressing emotions and building healthy relationships.

Research (Devi, 2021) showed a positive correlation between family support and the EQ of Instagram users, with $r = 0.570$ and $p = 0.000 < 0.05$. (Susanti et al., 2018) It also states that family support can increase self-esteem and help with daily problem-solving.

Based on the above explanation, to find out whether there is a role of Self-compassion mediation in the effect of family support on emotional intelligence in students, with the hypothesis that there is a role of Self-compassion mediation in the effect of family support on emotional intelligence in students at SMP Negeri 34 Medan.

METHOD

This study uses a quantitative approach that aims to determine the influence of family support on emotional intelligence through self-compassion mediation in students. The quantitative approach was chosen because it is considered to be able to measure and analyze the relationships between variables objectively and systematically (Scott, 2017). The population in this study is all students at SMP Negeri 34 Medan which totals 389 students. Because the population can be reached as a whole, the sampling technique used is total sampling, which is a sample extraction technique by making all members of the population as research samples (Arikunto, 2019).

Data collection is carried out using instruments in the form of psychological scales that have been developed based on relevant theories and tested for validity and reliability. The instruments used include: (a) Family Support

Scale, compiled based on theory (L. M. Friedman, 2019), which includes the emotional, informational, instrumental, and reward support dimensions. (b) Self-compassion Scale, compiled based on a model developed by (K. D. Neff, 2011), which consists of three main components: self-kindness, common humanity, and mindfulness. (c) Emotional Intelligence Scale, developed based on the theory (Goleman, 2024), which includes aspects of self-emotion recognition, emotion management, self-motivation, empathy, and social skills. Each scale is compiled in the form of a statement with a 4-point Likert scale format, which measures the level of approval of respondents to the items submitted.

The data obtained was analyzed using Structural Equation Modeling (SEM). SEM was chosen because it is able to test the direct and indirect relationships between variables, as well as test the mediation model thoroughly and simultaneously in a single statistical model (Ghozali & Latan, 2015). SEM analysis is done with the help of statistical programs such as JASP

RESULTS OF RESEARCH AND DISCUSSION

Validity and reliability tests were performed to ensure that the indicators in each latent construct, namely family support, self-compassion, and emotional intelligence, were truly representative of the constructs that were measured. The convergent validity test was carried out using three main measures, namely Standardized Loading Factor (SLF), Average Variance Extracted (AVE), and Construct Reliability (CR) as suggested by Hair et al. (2014).

Based on Table 4.1, all indicators in all three latent constructs have SLF values above 0.5. (Hair, 2009) mentioned that the SLF value ≥ 0.5 indicates that the indicator has good convergent validity. The Emotional Intelligence variable consists of five indicators with SLF values ranging from 0.901 to 1.020, which means that all indicators are valid. The Family Support variable consists of four indicators with SLF values ranging from 0.860 to 1,000, also meeting the validity criteria. The Self-compassion variable has three indicators with an SLF between 0.723 to 1,000, and all of them are also valid. The following is a table of Validity Based on Standardized Loading Factor (SLF).

Table 1. SLF Value Based on Indicators on the Latent Variables of Emotional Intelligence, Family Support and Self-compassion

Indicator	Standardized Loading Factor (SLF)
DK1	1.000
DK2	0.902
DK3	0.860
DK4	0.938
SC1	1.000
SC2	0.723
SC3	0.823
KE1	1.000
KE2	0.987
KE3	0.901
KE4	0.958
KE5	1.020

The results of validity testing based on AVE are shown in Table 4.2. The AVE values for each construct are as follows: Family support: AVE = 0.823, Self-compassion: AVE = 0.857, Emotional intelligence: AVE = 0.928. The entire AVE value > 0.5, which means that each construct has met the criteria for convergent validity based on AVE (Hair et al., 2014). Furthermore, the construct reliability (CR) value also showed satisfactory results: Family support: CR = 0.942, Self-compassion: CR = 0.931, Emotional intelligence: CR = 0.984. According to Hair et al. (2014), the CR value ≥ 0.7 indicates good construct reliability. Therefore, the entire construct in this model can be said to be reliable. The following is a table of Average Variance Extracted (AVE) and Construct Reliability (CR) Validity Testing.

Table 2. Testing Average Variance Extracted (AVE) and Construct Reliability (CR)

Indicator	Standardized Loading Factor (SLF)	Error	SLF2	AVE	CR
DK1	1.000	0.000	1.000	0.823	0.942
DK2	0.902	0.031	0.814	0.857	0.931
DK3	0.860	0.025	0.740		
DK4	0.938	0.014	0.880		
SC1	1.000	0.000	1.000		
SC2	0.723	0.028	0.523	0.928	0.984
SC3	0.823	0.015	0.677		
KE1	1.000	0.000	1.000		
KE2	0.987	0.014	0.974		
KE3	0.901	0.017	0.812	1.020	1.040
KE4	0.958	0.020	0.918		
KE5	1.020	0.018	1.040		

Then, the Structural Equation Modeling (SEM) model fit testing was carried out by paying attention to several goodness-of-fit measures as shown in Table 4.3. The results showed that all indices were within the recommended range of P-Value Chi-Square = 0.091 (> 0.05), RMSEA = 0.009 (< 0.1), CFI = 0.957 (> 0.9), NFI = 0.956 (> 0.9), RFI = 0.925 (> 0.9), SRMR = 0.002 (< 0.1). Here's the Overall Model Fit Test table

Table 3. Test the Overall Model Fit

Size Fit	Value	Benchmark Values	Model Fit to Data
P-Value Chi-Square	0.091	> 0.05	Ya
RMSEA	0.009	< 0.1	Ya
CFI	0.957	> 0.9	Ya
NFI	0.956	> 0.9	Ya

RFI	0.925	> 0.9	Ya
SRMR	0.002	< 0.1	Ya

Based on the table above, it can be said that the SEM model built has an excellent fit (goodness of fit) in reflecting empirical data. This suggests that the proposed structural model, which involves the influence of family support on emotional intelligence through self-compassion mediation, is acceptable and worthy of further analysis (Hair et al., 2014).

After testing the validity and reliability of the measurement model, the next stage is to test the structural model using the Structural Equation Modeling (SEM) technique. This test aims to determine the direct and indirect influence between latent variables, namely family support, self-compassion, and emotional intelligence, and to test the mediating role of self-compassion in the model.

Table 4. Significance Test of Direct and Indirect Influence (Mediation)

Jalur	Path Coefficients	P-Values
DK -> KE	0.623	p < 0.001 (Significant)
DK -> SC	1.133	p < 0.001 (Significant)
SC -> KE	0.358	p < 0.001 (Significant)
Mediation: DK -> SC -> KE	0.462	p < 0.001 (Significant)

Based on the results of the analysis presented in Table 4. It was found that: (a) Family support had a positive and significant effect on emotional intelligence, with a path coefficient value of 0.623 and a significance value of $p < 0.001$. These results show that the higher the family support that students receive, the higher their emotional intelligence. This is in line with the opinion (Goleman, 2024) that the family is the first emotional environment that plays a role in shaping and supporting the development of children's emotional intelligence. (b) Family support also had a positive and significant effect on self-compassion, with a path coefficient of 1.133 and $p < 0.001$. These results support the view (K. Neff, 2003) that social environment support, including family, plays an important role in the development of self-compassion, which is the ability to be compassionate to oneself when faced with difficulties. (b) Self-compassion had a positive and significant effect on emotional intelligence, with a path coefficient of 0.358 and $p < 0.001$. This means that students who have a high level of self-compassion tend to have better emotional intelligence. Self-compassion helps individuals manage emotions in a healthy and adaptive way, including in dealing with academic pressures (K. D. Neff, 2011).

The test results also showed that self-compassion significantly mediated the relationship between family support and emotional intelligence, with an indirect influence value of 0.462 and $p < 0.001$. This shows that family support not only has a direct impact on emotional intelligence, but also indirectly through increased self-compassion. Thus, self-compassion acts as a partial mediator in this model, which reinforces the influence of family support on emotional intelligence (Hair, 2009).

Furthermore, the calculation of R-Square is presented in the following table:

Table 5. R-Square	
Variable endogenous	R-Square
SC	0.814

DK	0.967
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In Table 5, it is shown that the R-Square value for the self-compassion variable is 0.814, which means that family support is able to explain the variation in self-compassion by 81.4%. While the R-Square value for emotional intelligence is 0.967, which means that family support and self-compassion together explain 96.7% of the variation in emotional intelligence. The high R-Square value indicates that this structural model has a very strong predictive power on students' emotional intelligence. (Hair, 2009) states that an R-Square value of ≥ 0.75 is categorized as substantial (strong), between 0.50–0.75 as moderate, and below 0.50 as weak. Thus, this model can be said to have excellent quality in explaining the phenomenon being studied. Here's a picture of the Path Diagram based on SLF Values and Path Coefficients

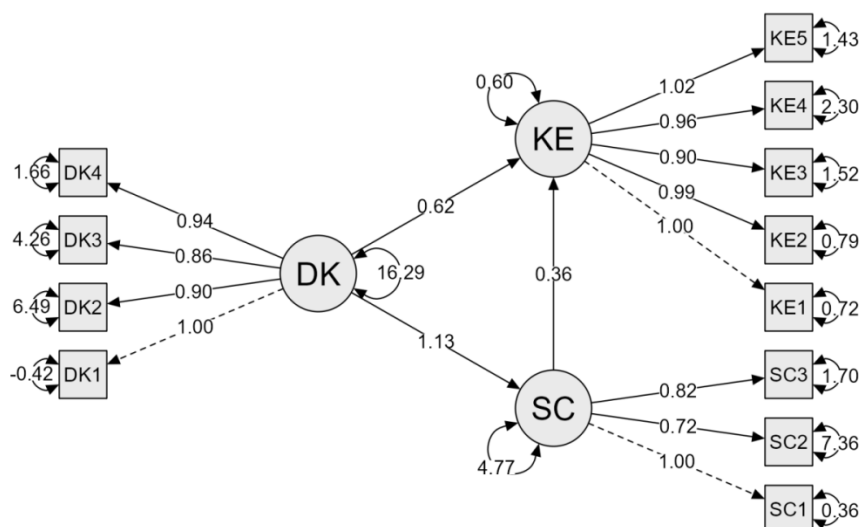


Figure 1. Path Diagram based on SLF Value and Path Coefficient

Based on figure 4.2 above, it shows the direct *and* indirect effect of family support variables on Emotional Intelligence through self-compassion. The amount of direct effect of family support on Emotional Intelligence is 0.60, the amount of indirect effect of family support on self-compassion is $1.13 \times 0.36 = 0.406$ while the total effect of family support on Emotional Intelligence is $0.60 - (0.406) = 0.194$

Table 6. Direct and Indirect Influence of Family Support on Emotional Intelligence through Self-compassion

Direct influence	0.60	60%
Indirect influence	0,406	40,6 %

The results of this study show that family support has a positive and significant influence on students' emotional intelligence, with a path coefficient value of 0.623 and a significance value of $p < 0.001$. These findings reinforce that the higher the support students receive from their families, the higher their level of emotional intelligence. This is in line with the opinion of Friedman (2019), who states that family support includes informational,

emotional, judgmental, and instrumental support, all of which contribute to the enhancement of an individual's psychological capacity.

This research is also consistent with studies conducted by (Manalu, 2024), which found a positive association between family support and emotional intelligence in high school adolescents in the city of Bandung, although with a low correlation. (Devi, 2021) also showed that family support was significantly related to the emotional intelligence of adolescent Instagram users, with correlation coefficient values $r = 0.570$ and $p = 0.000$. The support provided by the family actually helps adolescents in recognizing, managing, and expressing emotions in a healthy way.

Family support, especially in the form of affection and attention, has a profound effect on the emotional stability and psychological development of adolescents. (Riyanto & Mudian, 2019) confirming that learners who receive encouragement to be active in social activities from their families show better proficiency in communication skills and conflict management, two key indicators of emotional intelligence. On the other hand, negative family interactions or lack of support have been shown to correlate with an increased risk of maladaptive behavior in adolescents, such as deviant behavior and stress tendencies.

The study also confirmed that family support significantly affected self-compassion, with a pathway coefficient of 1.133 ($p < 0.001$). This indicates that adolescents who feel supported by their families tend to be more able to be kind to themselves, understand suffering as part of the human experience, and maintain their emotional balance (K. Neff, 2003). Family support, as demonstrated by (Nafisah et al., 2018), has a positive correlation with self-compassion in adolescents in orphanages. This support helps adolescents foster feelings of security, love, and ability to cope with emotional stress in a healthy way.

The social support received from the family also acts as a psychological protector when the individual faces stress or trauma. As indicated by (Maheux & Price, 2016), self-compassion acts as a mediator in the relationship between social support and a reduction in PTSD and depression symptoms. This means that when individuals feel supported, they tend to develop a compassionate attitude towards themselves, which ultimately increases emotional resilience. Research (Kotera & Van Gordon, 2021) It also showed a significant association between higher social support, self-compassion, and psychological well-being as well as lower levels of depression and stress.

Furthermore, the results of this study prove that self-compassion has a positive and significant effect on emotional intelligence, with a path coefficient of 0.358 and a significance value of $p < 0.001$. This is in line with the view (K. D. Neff, 2011) which explains that self-compassion is an emotion regulation strategy that can reduce negative emotions such as shame, sadness, or anger, and replace them with constructive positive emotions. Individuals who have self-compassion tend to be able to accept their own shortcomings and failures as part of the human experience, and are better able to maintain emotional calm.

These findings are also corroborated by studies (Nurazizah & Daliman, 2022), which states that adolescents with low emotion management skills tend to make poor decisions and have difficulty managing stress. Meanwhile, adolescents with high self-compassion are able to deal with stress more calmly and are not quick to blame themselves. Strong emotional intelligence is rooted in the ability to recognize and regulate emotions, as posited by (Mayer, 2014) and (Goleman, 1998). Self-compassion helps in the process of recognizing and managing these emotions in a healthy and adaptive manner.

Furthermore, it was found that self-compassion significantly mediated the relationship between family support and emotional intelligence, with an indirect influence value of 0.462 ($p < 0.001$). These findings suggest that family support not only directly enhances emotional intelligence, but also through the important role of self-compassion as a mediator. This supports research (Wang et al., 2020), which states that self-compassion and emotional intelligence interact with each other in shaping an individual's psychological resilience. Individuals with high levels of family support have a greater chance of developing self-compassion, which in turn strengthens their emotional intelligence.

Overall, the results of this study reinforce the theory that a supportive family environment has an important contribution in shaping adolescents' emotional capacity. A harmonious and loving family can form a healthy emotional foundation, allowing adolescents to develop into resilient, empathetic, and emotionally capable individuals (Goleman, 2024). Emotional support from the family has proven not only as a protector against psychological distress, but also as a reinforcement in the formation of self-compassion and emotional intelligence of adolescents.

CONCLUSION

Based on the results of hypothesis testing conducted using the Structural Equation Modeling (SEM) analytical approach, it can be concluded that family support has been proven to have a positive and significant influence on students' emotional intelligence. The value of the path coefficient was 0.623 with a significance of $p < 0.001$. Family support also has a positive and significant influence on student self-compassion. With a path coefficient value of 1.133 ($p < 0.001$). Self-compassion has a positive and significant effect on students' emotional intelligence. The path coefficient is 0.358 and the p-value is < 0.001 . Self-compassion plays a significant role as a mediator in the relationship between family support and emotional intelligence. The value of indirect influence is 0.462. Overall, the findings of this study confirm that family support plays an important role in the development of students' emotional intelligence, both directly and through increased self-compassion as a mediating variable. Therefore, interventions aimed at improving emotional intelligence in adolescents ideally involve strengthening family roles and developing self-compassion.

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