



Self-Compassion and Social Support on Suicidal Ideation Among Broken Home University Students

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Abstract

Students from broken home families are vulnerable to psychological distress that may trigger suicidal ideation. This study aims to examine the relationship and influence of self-compassion and social support on suicidal ideation among broken home students at Universitas Islam 45 Bekasi. The research employed a quantitative method with a correlational design. A total of 112 students were selected using convenience sampling. Instruments used included the Self-Compassion Scale ($\alpha = 0.865$), Social Support Scale ($\alpha = 0.943$), and the Adult Suicidal Ideation Questionnaire (ASIQ) ($\alpha = 0.955$). Data were analyzed using Spearman correlation and multiple linear regression. Results showed a significant negative correlation between self-compassion ($r = -0.249$; $p = 0.008$) and social support ($r = -0.336$; $p = 0.000$) with suicidal ideation. Simultaneously, both variables accounted for a 26.6% reduction in suicidal ideation ($R^2 = 0.266$; $F(2,109) = 19.732$; $p = 0.000$).

Keywords: self-compassion, social support, suicidal ideation, university students, broken home.

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Introduction

On August 28, 2023, the World Health Organization (WHO) reported that more than 700,000 people die by suicide each year (Karisma et al., 2024). Based on regional suicide data, the World Health Statistics report shows that Southeast Asia ranks second as the region with the highest number of suicide cases compared to four other continents (Darmawan, 2019). According to data from the National Criminal Information Center (Pusiknas) of the Indonesian National Police, the number of suicide cases has significantly increased each year. In 2020, there were 640 cases, in 2021 there were 629 cases, in 2022



the number rose to 902 cases, and in 2023 a total of 1,226 people died by suicide (Tandry, 2023).

University students, aged 15–29, are among the groups most vulnerable to suicidal ideation. Most are in the transitional phase toward independent living, making them more susceptible to stress or pressure, which, if not properly managed, can lead to suicidal thoughts (Panjaitan et al., 2023). Suicide rates among university students in Indonesia are showing alarming increases. Research published in the *Jurnal Keperawatan Jiwa* reported that the prevalence of stress among students has reached 71.6%, and there is a significant relationship between stress levels and suicide risk (Indria et al., 2019).

One factor contributing to high suicide rates among students is a disharmonious family background, or “broken home.” According to data from Statistics Indonesia (BPS), there were 463,654 divorce cases in Indonesia in 2023, a decrease from 516,344 cases in 2022. West Java Province recorded the highest number, with between 102,280–102,986 cases (2023–2024 data range) (BPS, 2023). Based on the latest village/kelurahan statistics in 2024, Bekasi Regency and Bekasi City also recorded significant divorce numbers: Bekasi Regency with 2,673 cases and Bekasi City with 856 cases (BPS West Java Province, 2024).

Research by Idham et al. (2019) found that students from broken home families are at higher risk of experiencing mental health problems and suicidal ideation. The study revealed that 36 out of 62 students (58.1%) had a high tendency toward suicidal thoughts and attempts, often triggered by emotional instability due to an unsupportive family environment. Interviews with several students at Universitas Islam 45 Bekasi showed that 7 out of 7 students from broken home families had experienced suicidal thoughts. This phenomenon indicates that a non-intact family background can contribute to suicidal ideation among students.

Research by Dewi (2020) also showed that adolescents from broken home families are more vulnerable to psychological problems, which can trigger suicidal ideation, often due to a lack of parental involvement when facing problems. One factor that may help reduce suicidal ideation is self-compassion. Empathy and compassion are believed to reduce emotional threats—such as shame or sadness—when adolescents face unpleasant situations, helping them feel less isolated from others (Fuadiah et al., 2023). Tanaka’s research found that low self-compassion is associated with higher suicidal ideation (Fuadiah et al., 2023).

Aside from self-compassion as an internal factor, social support is an external factor that can also reduce suicidal ideation. Research by Fasa & Ningsih (2024) found that social support from family, friends, and significant others significantly contributes to lowering suicidal ideation, with family support having the largest impact (44%). Good family support includes emotional care, affection, and active involvement in helping individuals



cope with problems. When individuals feel supported by their family, they tend to have greater confidence in overcoming life's pressures, reducing suicide risk.

Based on theoretical and empirical reviews as well as preliminary data, there is evidence of a relationship between self-compassion, social support, and suicidal ideation among broken home students at Universitas Islam 45 Bekasi. This prompted the researcher to further examine the role of self-compassion and social support in suicidal ideation among this group.

SUICIDAL IDEATION

Reynolds (1991) defines suicidal ideation as a person's thoughts and cognitions regarding suicidal behavior and the intention to act on it. Suicidal ideation can range from mild thoughts such as wishing one had never been born or wanting life to end, to more specific thoughts about an action plan, such as when, where, and how to commit suicide (Reynolds, 1991). Osman et al. define suicidal ideation as statements of hope, thoughts, and desires to end one's life (Fuadiah et al., 2023). Similarly, McClure (2012) describes suicidal ideation as thoughts that are involved in behaviors related to suicide.

Based on Osman et al.'s and McClure's theories, suicidal ideation is a conscious process for the individual. Goldstein and Brent also state that suicidal ideation refers to thoughts of harming or killing oneself (Idham et al., 2019). Klonsky and May (Putri & Arbi, 2023) explain that suicidal ideation arises from emotional pain and feelings of hopelessness. Initially, it may be passive, such as wishing not to be alive, but can develop into stronger thoughts if the individual feels they lack meaningful relationships with others. When someone has high tolerance for physical pain and easy access to means of suicide, these thoughts can turn into actual attempts.

Reynolds (Harahap, 2021) notes that suicidal ideation has two aspects: specific plans and wishes, and responses and perspectives of others. Reynolds (1991) further explains that five psychological factors influence suicidal ideation: depression, hopelessness, anxiety, low self-esteem, and history of suicide attempts.

SELF-COMPASSION

Neff (Febriana et al., 2021) explains that self-compassion is a positive self-attitude when experiencing suffering. Self-compassion can be described as an active process in which individuals feel motivated and intend to free themselves from suffering. Compassionate individuals treat themselves with self-kindness when facing failures or shortcomings, rather than engaging in self-judgment. They approach problems with mindful awareness of their thoughts, emotions, and negative experiences, accepting unpleasant situations rather than avoiding them (over-identification), and acknowledging that others also experience similar difficulties (common humanity) rather than feeling isolated.



Germer (2009) describes self-compassion as the capacity for generosity and sensitivity toward one's feelings, with a focus on self-acceptance—both cognitively and emotionally—without avoiding unpleasant experiences. Hidayati & Maharani (2013) define self-compassion as a combination of motivation, affection, cognition, and behavior that demonstrates kindness in the effort to alleviate hardship and suffering, directed toward oneself.

Meredith (2011) states that self-compassion involves self-care and a focus on one's suffering, enhancing self-regulation abilities while promoting physical and psychological well-being. Gilbert (2009) emphasizes that self-compassion is tied to the development of an internal "system of compassion"—the ability to care for oneself gently and supportively rather than responding with harsh self-criticism. This helps reduce stress and improve well-being. Neff (2003) identifies the core aspects of self-compassion as: self-kindness, self-judgment, common humanity, isolation, mindfulness, and over-identification.

SOCIAL SUPPORT

According to Sarafino (Yuniyanti & Dwityanto, 2019), social support refers to actions that involve attention from individuals or groups, including emotional support, information, relationships, and tangible assistance. Cutrona further explains that social support involves forming meaningful relationships with individuals who are loved, valued, and respected, aiming to help each other during difficult times (Yuniyanti & Dwityanto, 2019).

Reber & Reber (Adinda & Prastuti, 2021) define social support as any form of assistance provided by individuals or groups that helps a person cope with life. Social support is a crucial factor in helping individuals navigate personal life challenges, as humans interact and depend on their social environments (Adinda & Prastuti, 2021).

Sarason & Duck (Asih et al., 2019) describe social support as a process of social relationships and interactions encompassing emotional, cognitive, and behavioral assistance that helps a person adapt and cope with situations. Xu & Burleson define social support as help from others to deal with life changes and challenges (Asih et al., 2019). Taylor adds that social support involves receiving information from someone who loves, cares for, values, and respects you, as part of a reciprocal communication network (Waqiati et al., 2013).

According to Sarafino (Yuniyanti & Dwityanto, 2019), the main aspects of social support are: informational support, instrumental support, appraisal support, and emotional support.

METHOD

The present study employed a quantitative research design. Quantitative research is a type of research that generally utilizes numerical data at every stage, from data collection



to analysis and conclusion drawing (Machali, 2021). This study also adopted a correlational research approach, which involves collecting data to determine whether there is a relationship between two or more variables (Bagja Sulfemi & Supriyadi, 2018). The correlational approach was used in this study to measure the influence of self-compassion and social support on suicidal ideation among *broken home* students at Universitas Islam 45 Bekasi.

The research subjects consisted of 112 active students aged between 18 and 24 years, residing in Bekasi City and Bekasi Regency. Participant demographic data were obtained from the personal information section included at the beginning of the psychological scales used in this study.

This research employed a non-probability sampling method with a convenience sampling technique. The instruments used included the Self-Compassion Scale ($\alpha = 0.865$), the Social Support Scale ($\alpha = 0.943$), and the Adult Suicidal Ideation Questionnaire (ASIQ) ($\alpha = 0.955$).

Data analysis was conducted using the Spearman's rank correlation test to examine the relationship between self-compassion and suicidal ideation, as well as between social support and suicidal ideation. In addition, multiple regression analysis was used to assess the influence of self-compassion and social support on suicidal ideation.

RESULTS

Table 1 presents the results from processing data from 112 research participants. The descriptive analysis of the self-compassion variable shows that there were no participants in the low category; 84 participants (75%) were in the moderate category, and 28 participants (25%) were in the high category. It can be concluded that the self-compassion variable was dominated by participants in the moderate category. From the data of 112 participants, the descriptive analysis of the social support variable shows that 2 participants (2%) were in the low category, 88 participants (79%) were in the moderate category, and 22 participants (20%) were in the high category. It can be concluded that the social support variable was dominated by participants in the moderate category. From the data of 112 participants, the descriptive analysis of the suicidal ideation variable shows that 36 participants (32%) were in the low category, 57 participants (51%) were in the moderate category, and 19 participants (17%) were in the high category. It can be concluded that the suicidal ideation variable was dominated by participants in the moderate category.

Table 1. Variable Description



Variable	Classification					
	Low		Mid		High	
	Total (n)	Percentage (%)	Total (n)	Percentage (%)	Total (n)	Percentage (%)
Self-compassion (x1)	0	0%	84	75%	28	25%
Social support (x2)	2	2%	88	79%	22	20%
Suicidal ideation (y)	36	32%	57	51%	19	17%

Table 2 presents the results of the Spearman's rank correlation test conducted between the social support variable (X2) and the suicidal ideation variable (Y). The results show that the two variables are negatively and weakly correlated, with a correlation coefficient of $r = -0.249$; $p = 0.008$ ($p < 0.05$). The negative (–) correlation indicates an inverse relationship, meaning that when social support is high, suicidal ideation tends to be low. Tabel 2. Spearman Rank Correlation (Self-Compassion & Suicidal Ideation).

Table 2. Spearman Rank Correlation (Self-Compassion & Suicidal Ideation)

Variable	<i>Spearman r</i>	<i>p</i>
Self-Compassion – Suicidal Ideation	-0, 249	P=0,008

Table 3 presents the results of the Spearman's rank correlation test conducted between the social support variable (X2) and the suicidal ideation variable (Y). The results indicate that the two variables are negatively and weakly correlated, with a correlation coefficient of $r = -0.336$; $p = 0.000$ ($p < 0.05$). The negative (–) correlation indicates an inverse relationship, meaning that when social support is high, suicidal ideation tends to be low. Tabel 3. pearman Rank Correlation (Social Support & Suicidal Ideation).

Table 3. Spearman Rank Correlation (Social Support & Suicidal Ideation)

Variable	<i>Rank Spearman r</i>	<i>p</i>
Social Support – Suicidal Ideation	-0, 336	P=0,000

Table 4 shows that self-compassion and social support can reduce suicidal ideation by 26.6% ($R^2 = 0.266$; $F (19.737) = 19.737$; $p = 0.000$, $p < 0.05$). Self-compassion significantly predicts suicidal ideation ($\beta = -0.800$; $p = 0.001$), as does social support ($\beta = -0.561$; $p = 0.000$).



Tabel 4. Multiple Regression Results

Variable	β		p
Constant	207.053		0,000
Self-Compassion (X1)	-0,800		0,001
Social Support (X2)	-0,561		0,000
F		19,737	0,000
df regression		2	
df residual		109	
R		0,516	
R ²		0,266	
Adjusted R ²		0,252	

DISCUSSION

The descriptive results for the participants' characteristics based on age show that, among the 112 participants, 53 individuals (47%) were 18 years old, 30 individuals (27%) were 19 years old, 16 individuals (14%) were 20 years old, 6 individuals (5%) were 21 years old, 3 individuals (3%) were 22 years old, another 3 individuals (3%) were 23 years old, and 1 individual (1%) was 24 years old. This indicates that most participants were in the developmental stage known as emerging adulthood, a period in which individuals begin to face adult responsibilities but are still transitioning from adolescence.

According to Arnett (2000), early adulthood is characterized by identity exploration, instability in social roles and relationships, and a sense of being "in-between" adolescence and adulthood. At this age, individuals may experience intense emotional pressures, particularly when coming from a broken home family, while still trying to shape their identity and future goals. This is supported by Borges et al. (2018), who found that 18-year-olds with high levels of social anxiety ($M = 26.0$; $SD = 10.3$) were more likely to have suicidal ideation, while those with strong self-efficacy, self-esteem, and family support ($M = 35.4$; 41.3 ; 59.6 respectively) were less likely to experience it. This shows that, at age 18, the ability to regulate emotions and the availability of social support are key factors in reducing suicidal ideation.

The results of the first hypothesis test show a relationship between self-compassion and suicidal ideation. Using the Spearman rank correlation test, the coefficient was $r = -0.249$ with $p = 0.008$ ($p < 0.05$), indicating a significant negative relationship between self-compassion and suicidal ideation. This means the first alternative hypothesis (H_{a1}) is accepted. These findings are consistent with El-Masri & El-Monshed (2021), who found that students with high self-compassion have a lower risk of suicidal ideation ($p < 0.02$) because they can manage emotional pressure better and are less harsh toward themselves.



The second hypothesis test results show a relationship between social support and suicidal ideation. The Spearman rank correlation test found $r = -0.336$ with $p = 0.000$ ($p < 0.05$), indicating a significant negative relationship between social support and suicidal ideation. This means the second alternative hypothesis (H_{a2}) is accepted. This finding is supported by Yuniyanti & Dwityanto (2019), who found that social support negatively and significantly affects suicidal ideation among students. Those who feel more supported, especially by family and friends, show lower levels of suicidal thoughts. Similarly, Putri & Arbi (2023) state that social support, particularly from family and significant others, significantly reduces the risk of suicidal ideation in emerging adults by fostering a sense of connection and reducing feelings of isolation.

The multiple linear regression analysis was conducted to determine the influence of the independent variables on the dependent variable. In this study, self-compassion and social support significantly influenced suicidal ideation, with $R = 0.516$. The coefficient of determination (R^2) was 0.266, meaning the independent variables (self-compassion and social support) together explained 26.6% of the variation in suicidal ideation, while the remaining 73.4% was influenced by other factors not examined in this study.

Based on the beta coefficients (β), self-compassion had the strongest influence on suicidal ideation ($\beta = -0.800$), compared to social support ($\beta = -0.561$). This suggests that self-compassion contributes more significantly to reducing suicidal ideation than social support.

CONCLUSION

Descriptive analysis revealed that the self-compassion variable among *broken home* students at Universitas Islam 45 Bekasi was dominated by 84 participants (75%) who fell into the moderate category. The social support variable was dominated by 88 participants (79%) in the moderate category. The suicidal ideation variable was dominated by 57 participants (51%) in the moderate category.

There was a significant negative correlation between self-compassion and suicidal ideation among *broken home* students at Universitas Islam 45 Bekasi ($r = -0.249$, $p = 0.008$), indicating that higher levels of self-compassion were associated with lower levels of suicidal ideation. Furthermore, there was a significant negative correlation between social support and suicidal ideation ($r = -0.336$, $p = 0.000$), suggesting that higher perceived social support was associated with lower levels of suicidal ideation.

Multiple regression analysis showed a significant simultaneous effect of self-compassion and social support on suicidal ideation, with $R^2 = 0.266$, indicating an effective contribution of 26.6%, and a significance value of $F = 0.000$ ($p < 0.05$). This means that both variables jointly contribute to reducing suicidal ideation.



It is recommended that future research involve participants from multiple universities to enhance the representativeness and generalizability of the findings. The use of a mixed-methods approach is suggested to explore participants' emotional experiences in greater depth. Future studies should also consider additional variables such as depression, emotion regulation, self-esteem, and spiritual support to obtain a more comprehensive understanding of the factors influencing suicidal ideation among *broken home* students.

For students, particularly those from *broken home* backgrounds, it is important to increase awareness of self-compassion by being kind to oneself, accepting suffering as part of life, and practicing emotional mindfulness. Additionally, students should actively seek and utilize social support from their surroundings—such as friends, family, lecturers, and campus counseling services—as a preventive measure to maintain mental health and reduce the risk of suicidal thoughts.

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