



Development of Self-Compassion Scale Instrument for Junior High School Students

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ARTICLE INFO

Keywords:

Self-compassion

Measurement scale

Validity

Reliability

Junior high school students

ABSTRACT

Purpose - This study aims to develop an instrument in the form of a self-compassion scale for public junior high school students in Sleman Regency, Yogyakarta Special Region Province.

Methodology - This study used the Research and Development (R&D) method. The scale's validity was assessed by three expert judgments consisting of Guidance and Counseling lecturers. The sampling technique for the reliability test used simple random sampling with a total sample of 32 public junior high school students in Sleman Regency. The instrument readability test involved 13 Guidance and Counseling teachers and five public junior high school students. The scale instrument was developed based on Neff's Self-Compassion theory, which consists of three dimensions: self-kindness vs self-judgment, common humanity vs isolation, and mindfulness vs over-identification. Content validity was measured by Aiken's Coefficient V, while reliability was tested using Cronbach's Alpha with the help of SPSS.

Findings—The results of scale validation by three expert judgments showed an Aiken V index of 0.96 (highly valid). The scale's reliability based on Cronbach's Alpha was 0.88 (very high). The instrument's feasibility test showed that 100% of the statement items were feasible. In contrast, the readability test confirmed that the language in the instrument was appropriate for the age level of junior high school students.

Significance—The self-compassion scale developed in this study proved valid and reliable, so it can be used as a measuring tool appropriate for the age development of junior high school students. This instrument is helpful for educators and practitioners in the field of Guidance and Counseling to measure and improve students' self-compassion in an educational context.

Received 23 December 2024; Received in revised form 30 December 2024; Accepted 20 February 2025

Jurnal Eduscience (JES) Volume 12 No. 1 (2025)

Available online xx February 2025

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INTRODUCTION

Education is one means of shaping students' character. Its role is vital in shaping adolescents' mindset, intelligence, behavior, and character. Adolescence is experienced when individuals are between the ages of

10 and 12 and 18 and 21 (Santrock, 2018). According to Piaget's cognitive development theory, adolescence is a transitional stage from using concrete to formal thinking operationally (Suryana et al., 2022). The early adolescent phase is experienced by students in Junior High School (SMP). Junior high school adolescents are in a transitional phase that causes significant psychological changes (Ma et al., 2022). Junior high school students have egocentrism that causes difficulty managing negative emotions, so they are prone to conflict (Santrock, 2016). When students experience negative emotions, they are vulnerable to changing their feelings towards negative behavior, such as self-harm (Wibowo & Suwarjo, 2023). Reactions in the form of negative emotions in responding to problems, such as judging oneself, withdrawing, and over-responding to problems, are things that students are prone to experience. Adolescence causes some students to experience internal conflict, thereby reducing self-compassion.

Self-compassion is one-way individuals love themselves when experiencing painful events (Neff, 2023). A phenomenon that shows that many individuals tend to respond to painful events with excessive self-criticism or isolation. In finding their identity, students often experience complex events, unpleasant experiences, sadness, or failure (Diananda, 2019). Suppose students provide a positive cognitive response through self-compassion when experiencing unpleasant events. In that case, the brain will activate a system that provides a sense of security, resulting in thoughts, feelings, and behaviors that support forming positive relationships with others and oneself. Conversely, if adolescents do not practice self-compassion or provide negative cognitive responses, the brain will activate a system that creates a sense of threat (Zahroo & Febrieta, 2024). With a sense of threat that hits them when going through difficult times, adolescents are vulnerable to committing acts that hurt themselves.

In a survey conducted by YouGov Omnibus in 2019 and filled by 1,018 Indonesians, there was data that 36.9% of individuals had committed self-harm. Two out of five respondents who had committed self-harm were found among teenagers. This fact is to the statement of a mental health specialist at Dr. Soetomo Hospital, that in a week, an average of 10 adolescent patients with an average age of 13 to 15 years or junior high school age come in a condition where they have already cut their hands, scratched, or hit themselves against the wall (Ginanjari, 2019). The latest data states that as many as 20.21% of adolescents in Indonesia have committed self-harm behavior (Kumparan, 2023). Self-harm is one sign that adolescents have low self-compassion.

In addition to being prone to self-harm, adolescents with low self-compassion are also prone to depression. Research data from the Indonesian Ministry of Health in 2018 showed that the presentation of depression experienced by adolescents reached 6.2%, while 80-90% of suicide cases were the result of depression and anxiety. Depression in adolescents can be caused by pressure in academics, bullying, family factors, and economic problems. The Indonesian Teachers' Union Federation recorded 23 cases of bullying in educational units from January to September 2023, and 50% occurred at the junior high school level (Kompas, 2023). The experience of adolescents who are victims of bullying can make victims continue to judge themselves (Mutiaro & Supradewi, 2023). The behaviors above indicate low self-compassion in adolescents. Ideally, an adolescent with high self-compassion will be able to face life's difficulties by loving themselves, accepting their shortcomings, and rising to overcome them.

The results of the study (Aziz et al., 2023) showed that low self-compassion was also found in adolescents who wanted to end their lives (suicidal ideation). Excessive self-judgment can give rise to feelings of worthlessness, hopelessness, and intense feelings of failure. This can increase the risk of suicidal ideation because individuals feel that they are unable to cope with the pressures of life. Suicide cases among adolescents are relatively high compared to other groups (Cha & Ahn, 2020). This feeling of isolation can worsen loneliness and reduce social support, which should be a protective factor against suicide. As a result, adolescents are more likely to feel that there is no way out of their suffering.

Suicide attempts or suicides committed by teenagers are cases that are currently in the public spotlight. According to information from the Criminal Information Center (Pusiknas) of the Indonesian National Police, there were 971 suicide cases recorded during the period from January to 18 October, 2023, in Indonesia. The majority of these suicide cases involved school-age teenagers, and there were even several cases involving teenagers who were still in elementary school. The Special Region of Yogyakarta (DIY) is

ranked fourth in the ranking of provinces with the most suicide cases in Indonesia during the period from January to October 2023 (Databoks, 2023). Low self-compassion makes teenagers tend to use unhealthy coping mechanisms, such as ignoring emotions or suppressing feelings, which ultimately worsens psychological conditions. This inability to regulate emotions is often a major driver of suicidal ideation, as teenagers feel overwhelmed by unmanaged emotional stress.

Various studies targeting school-age adolescents in Indonesia show that students' compassionate behavior still needs to be improved in dealing with pressure, difficulties, or failure. The most significant pressure adolescents often face also occurs in the school environment (Neff & Vonk, 2009). One is the pressure to achieve achievements from parents, teachers, and peers (Daulay et al., 2022). Problems experienced by students can be experienced at school (Efianingrum et al., 2023). So they feel uncomfortable or disturbed (Eliasa et al., 2020). Stress and burnout can arise if students do not have compassion for themselves when experiencing them.

Low self-compassion in adolescents was also found in Sleman Regency, Special Region of Yogyakarta Province. Based on interviews conducted by researchers with junior high school guidance and counseling teachers throughout Sleman Regency in February 2024, it was seen that students came from heterogeneous backgrounds. Some students committed self-harm, such as cutting their hands, as an outlet to feel relieved when facing problems that made them depressed. Other students experienced psychological stress due to family problems, so they were too lazy to eat. Their consumption and rest patterns became irregular and affected their health. A decrease in learning motivation was experienced by students who were trapped in problems.

Sleman Regency has a reputation as one of the areas with good quality education in Yogyakarta. However, the pressure to maintain academic achievement often causes students to feel burdened. Guidance and Counseling Teachers interviewed by researchers stated that students often experience stress that affects their psychological well-being. For example, they may experience excessive concern about exam scores, feelings of shame or inferiority compared to peers, and a lack of ability to accept failure healthily.

In the researcher's interview, the guidance and counseling teacher revealed that some female students felt inferior to their friends' appearances on social media. Students tend to criticize themselves because they feel incapable, like their friends. In addition, some students feel inferior because they are teased about their shortcomings by friends or family, have suicidal thoughts because they are desperate for personal problems, feel lonely in class, and too often face a problem with a negative perspective. Some students withdraw from socializing when they experience a failure that makes them depressed. Such conditions require students to have a sense of compassion for themselves when experiencing difficulties in life. Based on observations in several public junior high schools in Sleman Regency, it was found that students often show low self-compassion, such as difficulty managing negative emotions due to academic failure, low self-compassion, especially in students who face personal issues, and students who experience decreased learning motivation due to pressure from the school and family environment.

From these conditions, it can be assumed that junior high school guidance and counseling teachers in Sleman Regency do not yet have a valid and relevant self-compassion measurement tool. Based on the results of initial unstructured interviews in February 2024, it was found that junior high school guidance and counseling teachers in Sleman Regency did not yet have a self-compassion measurement tool, so data collection and provision of services related to student self-compassion could not be carried out. This self-compassion measurement tool will help students understand their condition and be compassionate towards themselves when difficulties or suffering arise. Based on initial studies, no self-compassion measurement scale has been developed explicitly for junior high school students in Indonesia, especially in Sleman Regency.

Therefore, school guidance and counseling teachers must make creative and innovative efforts to direct students to have high self-compassion. To determine the condition of students' self-compassion, guidance, and counseling, teachers must collect data so that guidance and counseling teachers can provide optimal services to students. Guidance and counseling teachers can provide students with an understanding of the importance of self-compassion so that students realize that respecting themselves is more important than

prioritizing others and not depending on others for personal interests or personal happiness. (Puspitasari et al., 2024) . In education, if students have self-compassion, they will be able to love themselves and rise from adversity when facing difficulties. This is because self-compassion affects how a person thinks, feels, motivates, and acts.

There are three aspects of self-compassion: self-kindness vs. self-judgment, common humanity vs. isolation, and mindfulness vs. over-identification (Neff, 2023). Students with low levels of self-compassion tend to feel higher levels of stress because they have difficulty accepting the negative side of themselves, such as weaknesses, failures, and challenges (Yustika & Widayari, 2021). The research results of García-Campayo et al. (2024) showed that a good level of compassionate behavior in individuals will help reduce a person's psychological stress. Students' ability to behave compassionately can provide emotional resilience and improve psychological well-being (Nugroho, 2024).

Based on the description above, it is necessary to develop a valid, reliable, and practical self-compassion instrument so that the handling and provision of guidance and counseling services regarding student self-compassion can be known. In a study, the variables whose characteristics are to be known can be measured. A measuring instrument called a research instrument is needed to measure the characteristics of these variables. According to Purwanto (2018), A research instrument is a tool used to collect data in a study. It is designed based on the underlying measurement objectives and the theories.

Several previous studies have researched the development of self-compassion scales. Research conducted by Deniz et al. (2008) used the Self-Compassion Scale to assess self-compassion in Turkish students. The results showed that self-compassion was closely related to life satisfaction and low anxiety levels. The scale in the study still used an instrument that was not modified according to local needs and was more appropriate for Turkish students. The study focused on the young adult population, so it is less relevant for junior high school students.

Iskender Research (2009) examined the relationship between self-compassion, emotion regulation strategies, and life satisfaction in college students in Turkey. The study's results provide empirical evidence of the relationship between self-compassion and psychological well-being.

However, the study did not develop a new instrument; it only used an existing standard scale. The focus of the research subjects was college students, not junior high school students.

Raes, Pommier, Neff, & Van Gucht's (2011) research developed a shorter version of the Self-Compassion Scale (SCS-SF), which is more concise but reliable for various studies. However, the short version tends to lose depth of analysis because aspects of self-compassion are not explored comprehensively. In addition, there is no adjustment to the Indonesian cultural context and the age of junior high school adolescents.

Furthermore, the self-compassion scale for youth was developed by Neff and colleagues (Neff et al., 2021). This instrument has three main components of self-compassion: self-kindness, common humanity, and mindfulness. Researchers also use these aspects to develop a self-compassion scale for junior high school students in Sleman Regency. The self-compassion scale for youth is an essential instrument that is recognized globally. However, the scale is built based on a Western cultural context, so it pays less attention to local cultural factors, especially in collectivism, such as in Indonesia.

Sugianto et al. (2020) adopted the Self-Compassion Scale for students in Indonesia. The adaptation was limited to translation without developing new relevant dimensions. The novelty of the research on the development of the self-compassion scale by researchers was that this study not only adapted but also developed self-compassion dimensions that were appropriate to the needs of junior high school students, such as components related to social dynamics at school and the pressures experienced by junior high school students. This study was conducted in Sleman Regency by considering the characteristics of junior high school students, such as environmental dynamics, values and norms, and academic pressures in junior high schools. Unlike previous studies focusing on college or high school students, this study targets junior high school students in the early adolescent psychosocial development phase with unique challenges such as identity searches and emotional changes.

Unlike previous studies that focused on college or high school students, this study targets junior high school students in the early adolescent psychosocial development phase with unique challenges such as

identity search and emotional changes. Developing a self-compassion scale relevant to the local cultural, social, and educational context in Sleman is urgently needed to address the challenges of junior high school students' psychological well-being. With a valid and reliable instrument, schools can better understand students' emotional needs and design effective intervention programs to improve self-compassion as one of the key factors in forming an emotionally and socially healthy generation.

Research in Indonesia by Kurnia and Lestari (2020) showed that self-compassion has a significant relationship with body dissatisfaction in adolescent girls, indicating the importance of relevant instruments for local populations. Self-compassion in adolescents can also improve life quality and satisfaction (Kawitri et al., 2020). Sleman Regency is one of the areas with a reasonably high level of academic competition, both locally and regionally. Based on observations and interviews with Guidance and Counseling teachers, many junior high school students in Sleman experience pressure due to demands for academic achievement. Self-compassion can reduce the negative impact of academic demands on students' mental well-being (Lee & Lee, 2022).

With the above explanation, there is a gap in the research, namely that there is no instrument in the form of a self-compassion measuring tool appropriate for junior high school students in Sleman Regency. The development of this scale instrument uses the ADDIE R&D model, which includes a series of stages, namely Analysis, Design, Development, Implementation, and Evaluation. This self-compassion scale instrument will be tested using the content validity approach and Alpha Cronbach reliability. Content validity will be evaluated by expert judgment consisting of three lecturers of Guidance and Counseling at Yogyakarta State University with the rank of senior lecturer and professor to ensure that each item in the instrument represents the concept of self-compassion comprehensively and by Neff's theory (2003). Expert judgment will assess each item's clarity, relevance, and relevance to the dimensions of self-compassion. The results will be analyzed using Aiken's V validity index to measure the experts' level of agreement. The scale's reliability will be tested through a trial on a sample of junior high school students in Sleman Regency. The Alpha Cronbach coefficient will be calculated to measure the instrument's internal consistency.

This study is expected to accurately measure self-compassion in junior high school students. Teachers or school institutions can also use the results for student guidance and self-development. For this reason, self-compassion instruments for junior high school students in Sleman Regency need to be developed and implemented.

METHODOLOGY

Research Design

This study uses a research method called Research and Development (R&D). According to Sugiyono (2022), Research and Development (R&D) is a method used to produce specific products and test the effectiveness of the resulting products. The R&D method was chosen because this study focuses on creating innovative products, namely developing a self-compassion scale instrument for junior high school students. The stages in research and development (R&D) in this study operationally adopt the ADDIE model (Branch, 2009). The ADDIE model consists of five steps: analysis, design, development, implementation, and evaluation. The research flowchart is presented in Figure 1.

The flowchart in Figure 1 illustrates the stages of the ADDIE model in the form of a framework consisting of five phases to guide the development of self-compassion scale instruments. At the analysis stage, the need for self-compassion measurement was identified among junior high school students in Sleman Regency. Then, an analysis was carried out on Neff's (2003) grand theory to understand the main dimensions of self-compassion. Furthermore, the researcher collected initial data on student characteristics to ensure the relevance of the items. Data was collected through initial surveys and interviews with guidance and counseling teachers. At the design stage, the researcher compiled an instrument blueprint based on six dimensions of self-compassion (self-kindness , self-judgment , common humanity , isolation , mindfulness , and over-identification).

The design stage was continued by designing a Likert scale with response options to measure the intensity of each dimension. At the development stage, the instrument development was carried out by compiling items based on the blueprint that had been designed. Then, expert judgment will be involved to assess the validity of the content and make revisions based on their input. The implementation stage was conducted through field trials on a sample of junior high school students in the Sleman Regency and calculating the Alpha Cronbach reliability. The last stage is evaluation. Evaluation is carried out on the results of validity and reliability testing. The evaluation focuses on the results of data analysis and feedback and its impact on students. The entire process in this study is visually depicted in a flow diagram, along with a series of passed stages.

This research was conducted over five months. It includes five phases: one month for analysis, one month for design, one month for development, one month for implementation, and one month for evaluation.

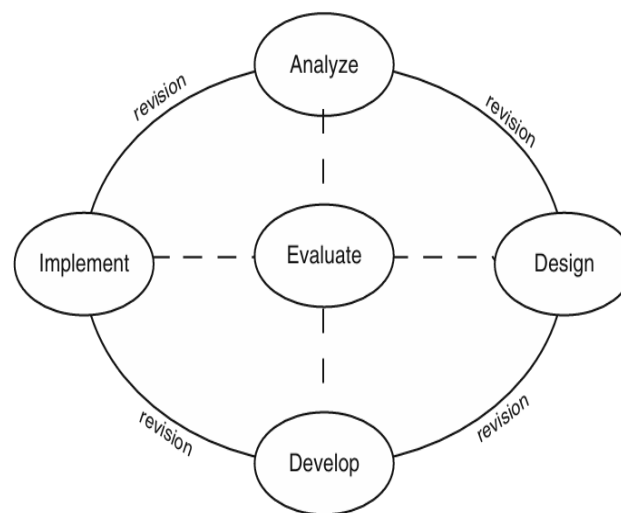


Figure 1. ADDIE Flow Diagram (Branch, 2009)

Research Subjects, Sampling, and Code of Ethics

The sample of students in this study were 30 students of the State Junior High School of Sleman Regency, Yogyakarta Special Region Province. The research subjects were selected using a simple random sampling technique. The sampling criteria were VIII grade students and State Junior High School students in Sleman Regency. The researcher took subjects of grade VIII students because they had gone through the process of adaptation within the school environment for one year and were actively participating in various activities at school.

This study complies with the applicable code of ethics. Participation of research subjects is voluntary, and consent is obtained from the students concerned. Likewise, the identities obtained include student names, which were made anonymous to protect the confidentiality of research participants. The study was conducted according to applicable school policies, and permission was obtained from the relevant agencies. Thus, research participants feel safe in providing answers to this study.

Data Collection, Instruments, and Data Analysis

This study aims to produce a self-compassion scale for junior high school students using content analysis to review the validity and reliability of the study instruments. Instruments that have met the validity and reliability standards can be used for the measurement stage. The flow of making data instruments is needed to determine the validity and reliability of the instrument. The method used is to conduct an instrument test followed by a validity test and a reliability test. Validity testing is carried out by testing content validity. The content validity test is the extent to which the contents of an instrument reflect or represent the behavioral domain to be measured (Azwar, 2017). In the context of *self-compassion*, content

validity ensures that each dimension of the theory adapted from Neff (2003) is fully reflected in the scale items.

The self-compassion scale designed by researchers is based on the operational definition of self-compassion with 50 items. Items 1 to 9 are items that describe self-kindness. Items 10 to 18 are items that describe self-judgment. Items 19 to 26 are items that describe common humanity. Items 27 to 35 are items that describe isolation. Items 36 to 42 are items that describe mindfulness. Items 43 to 50 are items that describe over-identification. The scale used is a Likert scale with four answer choices. Favorable items have a score of 4 for the very appropriate option, a score of 3 for the appropriate option, a score of 2 for the inappropriate option, and a score of 1 for the wildly inappropriate option. Unfavorable items have a score of 1 for the very appropriate option, a score of 2 for the appropriate option, a score of 3 for the inappropriate option, and a score of 4 for the wildly inappropriate option. Favorable items consist of items on the dimensions of self-kindness, common humanity, and mindfulness. While unfavorable items comprised items on the dimensions of self-judgment, isolation, and over-identification. Thus, the instrument items can be accounted for according to the science in their fields.

Instrument validity is a measure that shows the level of validity or authenticity of an instrument. A valid instrument has high validity. Conversely, a less valid instrument means it has low validity. Based on standard validation guidelines, validation requires a minimum of two experts for small-scale studies. Meanwhile, for studies with a larger sample size, it is recommended to involve at least six experts (Yusoff, 2019; Munisamy, 2021; Roebianto et al., 2023). Due to the focus and small sample size, this study considered using three experts adequate. The experts provided suggestions and feedback regarding the suitability of the instrument.

Validity testing was conducted using Aiken V by three expert judges, namely lecturers of the Guidance and Counseling study program at Yogyakarta State University. Aiken's V calculates the content validity index based on the expert scores. This index shows the agreement between experts regarding the relevance of the item. Aiken's V values range from 0 to 1, with values approaching one indicating good content validity. Expert judgment evaluates the relevance, clarity, and suitability of items to the theory or purpose of the instrument. The following is a description of the validator's assessment:

Table 1. Self-Compassion Scale Validator Assessment Criteria

Score	Information
1	invalid
2	invalid
3	quite valid
4	valid
5	very valid

Aiken's V's minimum standard or cut-off value in this study was 0.75. Items below 0.75 have low validity and need to be revised or removed. The results of Aiken's V test in this study will provide information on the content validity of each item on the self-compassion scale. Items that meet the criteria will be retained. In contrast, items that do not meet the requirements will be revised according to the input of the expert panel or deleted if considered irrelevant. Aiken (1985) formulated Aiken's V formula to calculate the content-validity coefficient based on an assessment by a panel of experts of n people regarding the extent to which the item represents the measured construct. The following is Aiken's formula:

$$V = \sum s / [n(C-1)]$$

Information:

$s = r - 0$

Lo = lowest ranking number (e.g., 1)

C = highest rating number (e.g., 5)

R = number given by the appraiser

The reliability of this student self-compassion instrument was tested using the Cronbach Alpha formula. Cronbach's Alpha is a measure of reliability with a value ranging from zero to one (Hair et al., 2010). A research instrument is said to be reliable if the Cronbach Alpha value is 0.6 or more (Sugiyono, 2022). In this study, the researcher chose 0.6 as the reliability coefficient. This aligns with Arikunto (2018), who states that an instrument can be reliable if it has a Cronbach's Alpha value of 0.6 or more.

FINDINGS

Analysis Stage

The analysis stage was conducted to identify problems and opportunities in developing a self-compassion scale instrument. In the first step, the researcher conducted a literature review, curriculum analysis, and needs analysis based on field conditions. The main focus of the analysis stage was identifying needs, problems, and opportunities related to self-compassion in students. This analysis includes identifying relevant theoretical aspects, such as the dimensions of self-kindness, common humanity, and mindfulness, and analyzing junior high school student development characteristics. In addition, a study was conducted in the context of the school environment, including academic pressure, social dynamics, and teacher support. These findings are the basis for ensuring that the developed instrument has high relevance, is based on student needs, and can measure self-compassion validly and reliably. The findings are presented in detail in Table 2 below:

Table 2. Results of the Analysis Phase

Aspect	Findings	Implications
Literature review	Self-compassion is an attitude of accepting, caring for, and understanding oneself when facing difficulties. It has three main dimensions: self-kindness, common humanity, and mindfulness (Neff, 2003). Research shows that self-compassion is positively related to mental health and stress management, but the available instruments are more for adults. Therefore, adaptation is needed to suit the context and development of junior high school students. In addition, junior high schools in Sleman Regency do not yet have a self-compassion measurement tool for this level.	-The need for special instruments for junior high school students
Curriculum Analysis	-The school curriculum aligns with developing self-compassion, namely building positive character and managing emotions. Curriculum achievement is generally still focused on the academic field, so strengthening students' social-emotional aspects requires special attention.	-Increasing the relevance of guidance and counseling services. This also opens up opportunities for Guidance and Counseling teachers to collaborate with other parties in the school to create a more inclusive and empathetic school climate.
Needs Analysis	Students experience academic pressure and social conflict that impact their emotional well-being. Some students tend to blame themselves when they fail. Guidance and counseling teachers need a measuring tool to identify students' self-compassion levels.	The developed instrument must consider the context of student characteristics and use simple, relevant, and easily understood language by junior high school students.

Table 2 provides an overview of the researcher's findings at the analysis stage and their implications for developing a self-compassion scale instrument for junior high school students. The literature review shows that self-compassion, with dimensions of self-kindness, common humanity, and mindfulness, is vital in strengthening students' social-emotional abilities. However, relevant instruments for junior high school adolescents are not yet available. Curriculum analysis reveals opportunities for integrating self-compassion into curriculum implementation. Needs analysis shows academic pressure, social conflict, and lack of self-compassion awareness in junior high school students in Sleman Regency, so a contextual and adaptive instrument is needed. These findings provide a comprehensive basis for designing a self-compassion scale instrument to meet students' needs.

Design Stage

The design stage focuses on designing the preparation of self-compassion instruments based on the results of the analysis stage, which includes several main steps. The first step is determining the purpose of the instrument. This purpose refers to the theoretical definition of self-compassion, as Neff (2003) stated, including self-kindness vs. self-judgment, common humanity vs. isolation, and mindfulness vs. over-identification. The second step is to map the primary constructs or dimensions of self-compassion to be measured based on previous theoretical studies and research. Each dimension must be described into measurable indicators. The third step is determining the indicators of each dimension. These indicators must be clear, relevant, and operational for the context of junior high school students. The description of the self-compassion scale indicators is described in the following table:

Table 3. Self-Compassion Scale Indicators

Self-Compassion Indicator	Sub-Indicators
Self-Kindness (Favorable)	Be compassionate to yourself Support yourself Unconditional acceptance of self
Self-judgment (Unfavorable)	Excessive self-criticism Judging the downturn experienced Rejection of shortcomings within oneself
Common Humanity (Favorable)	Accept your imperfections Accepting that everyone makes mistakes Facing challenges or difficulties is something that everyone has experienced.
Isolation (Unfavorable)	Feeling the most miserable Pulling yourself out when you are down Feeling isolated when experiencing sadness
Mindfulness (Favorable)	Respond positively to the difficulties experienced Full awareness of the conditions that occur Accepting reality
Over-Identification (Unfavorable)	Over-response to problems experienced Unnecessary negative thoughts Lost in trouble or suffering

The indicators in Table 3 ensure that the designed self-compassion scale can support students in developing the skills they need. Table 3 provides that the instrument is structured and directed. Each item will reflect the level of frequency or agreement with a particular statement.

Development Stage

In the development step, the researcher developed the instrument items and conducted validity and reliability tests on the instrument. The Likert scale items were arranged in a total of 50 items. After the Self-Compassion scale was wholly arranged, the next step was to conduct expert validation to assess its feasibility and collect suggestions for improvement from the validators. The instrument's validity can be

reviewed from two aspects: the validity of the instrument as a whole and the validity of the instrument items.

Table 4. Validation results of the self-compassion scale instrument using Aiken V

Item	Judgment			S1	S2	S3	Σs	n(c-1)	V	Caption
	I	II	III							
Item 1	5	5	5	4	4	4	12	12	1	Very high
Item 2	4	5	5	3	4	4	11	12	0.91667	Very high
Item 3	5	5	5	4	4	4	12	12	1	Very high
Item 4	5	5	5	4	4	4	12	12	1	Very high
Item 5	5	5	5	4	4	4	12	12	1	Very high
Item 6	5	5	5	4	4	4	12	12	1	Very high
Item 7	5	5	5	4	4	4	12	12	1	Very high
Item 8	3	5	5	2	4	4	10	12	0.83333	Very high
Item 9	5	5	5	4	4	4	12	12	1	Very high
Item 10	5	5	5	4	4	4	12	12	1	Very high
Item 11	3	5	5	2	4	4	10	12	0.83333	Very high
Item 12	5	5	5	4	4	4	12	12	1	Very high
Item 13	5	5	5	4	4	4	12	12	1	Very high
Item 14	5	5	5	4	4	4	12	12	1	Very high
Item 15	5	5	5	4	4	4	12	12	1	Very high
Item 16	5	5	5	4	4	4	12	12	1	Very high
Item 17	5	5	5	4	4	4	12	12	1	Very high
Item 18	3	5	5	2	4	4	10	12	0.83333	Very high
Item 19	3	5	5	2	4	4	10	12	0.83333	Very high
Item 20	5	5	5	4	4	4	12	12	1	Very high
Item 21	3	5	5	2	4	4	10	12	0.83333	Very high
Item 22	5	5	5	4	4	4	12	12	1	Very high
Item 23	5	5	5	4	4	4	12	12	1	Very high
Item 24	3	5	5	2	4	4	10	12	0.83333	Very high
Item 25	5	5	5	4	4	4	12	12	1	Very high
Item 26	5	5	5	4	4	4	12	12	1	Very high
Item 27	5	5	5	4	4	4	12	12	1	Very high
Item 28	5	5	5	4	4	4	12	12	1	Very high
Item 29	3	5	5	2	4	4	10	12	0.83333	Very high
Item 30	5	5	5	4	4	4	12	12	1	Very high
Item 31	5	5	5	4	4	4	12	12	1	Very high
Item 32	5	5	5	4	4	4	12	12	1	Very high
Item 33	3	5	5	2	4	4	10	12	0.83333	Very high
Item 34	3	5	5	2	4	4	10	12	0.83333	Very high
Item 35	5	5	5	4	4	4	12	12	1	Very high
Item 36	5	5	5	4	4	4	12	12	1	Very high
item 37	5	5	5	4	4	4	12	12	1	Very high
Item 38	5	5	5	4	4	4	12	12	1	Very high
Item 39	3	5	5	2	4	4	10	12	0.83333	Very high
Item 40	5	5	5	4	4	4	12	12	1	Very high
Item 41	5	5	5	4	4	4	12	12	1	Very high
item 42	5	5	5	4	4	4	12	12	1	Very high
Item 43	3	5	5	2	4	4	10	12	0.83333	Very high
Item 44	5	5	5	4	4	4	12	12	1	Very high
Item 45	5	5	5	4	4	4	12	12	1	Very high
Item 46	5	5	5	4	4	4	12	12	1	Very high
item 47	3	5	5	2	4	4	10	12	0.83333	Very high
Item 48	5	5	5	4	4	4	12	12	1	Very high
Item 49	5	5	5	4	4	4	12	12	1	Very high
Item 50	5	5	5	4	4	4	12	12	1	Very high
Average									0.96	

An instrument cannot be used without first going through a validity test. This test is critical to ensure that the instrument used can be measured precisely and accurately and meets the eligibility standards. Therefore, a validity test must be carried out before the research begins to ensure the reliability and validity

of the measuring instrument used. A questionnaire instrument is considered valid if the instrument can measure precisely what is to be measured (Sanaky et al., 2021). In addition, validity is a benchmark that shows that the measured variable is the variable to be studied (Ihsan, 2016). Ghazali (2021) stated that the validity test assesses the extent to which a questionnaire is valid. An instrument is valid if the questions can explore the information the instrument wants to measure. In other words, validity measures the level of conformity between the instrument used and the object or concept to be measured in the study. The validity of the self-compassion scale instrument was analyzed using "Aiken's validate coefficient." The results of the instrument validation using Aiken V are presented in Table 4 above.

The content validity of the self-compassion scale instrument was assessed by three expert judges in their fields, namely three lecturers from the Guidance and Counseling master's program at Yogyakarta State University. Based on the results of content validity, the validity value of the self-compassion scale instrument was 0.96, or very high. The lowest instrument validity value was 0.83, and the highest validity value was 1. Furthermore, three expert judges in their fields assessed the feasibility of the self-compassion scale instrument, namely three lecturers from the Guidance and Counseling master's study program. The results of the feasibility test are presented in the table below:

Table 5. Analysis of Self-Compassion Scale Instrument Feasibility Scores

No	Aspect	Total Aspect Score			Eligibility Score			Average	Criteria
		Asr1	Asr2	Asr3	Asr1	Asr2	Asr3		
1	Compliance of items with indicators	10	9	12	83%	75%	100%	86%	Worthy
2	Consistency of sentences with subjects	11	10	10	92%	83%	83%	86%	Worthy
3	Relevance of items to student conditions	10	12	9	83%	100%	75%	86%	Worthy
4	Suitability of items to the characteristics of junior high school students	11	11	10	92%	92%	83%	89%	Worthy
5	Items can explore students' self-compassion conditions.	12	9	9	100%	75%	75%	83%	Worthy
6	The statement items represent each aspect of self-compassion.	9	11	10	75%	92%	83%	83%	Worthy
7	Items do not give rise to multiple interpretations	11	10	12	92%	83%	100%	92%	Worthy
8	Easy-to-understand statement	12	12	11	100%	100%	92%	97%	Worthy

Based on the calculation results and criteria above, all statement items in the self-compassion scale assessment questionnaire are suitable. Thus, 50 statement items are appropriate and valid for use in measuring the self-compassion of junior high school students. Feedback from the validators indicated the need for minor revisions to the self-compassion scale. Table 6 below summarizes the significant feedback received and the steps taken to address these suggestions.

The next stage is the student readability test. From five junior high school students in Sleman Regency, it can be seen that the self-compassion scale instrument has easy-to-understand language according to the characteristics of junior high school students. Furthermore, reliability measurements are carried out using the Cronbach Alpha formula calculation. The instruments used in the study must not only be valid but also reliable. Reliability is a provision in a method or research result (Budhiastuti & Bandur, 2018). Ghazali (2021) stated that reliability was a measuring tool for an instrument, an indicator of a construct. An instrument is reliable if a person's answers to questions are consistent or remain the same over time.

Table 6. Summary of Validator Feedback and Actions Taken

Rated aspect	Validator Feedback	Actions Taken
Clarity of Statement	Some instrument items use sentences that are too complex for junior high school students.	Simplifying sentences to suit better the level of understanding of junior high school students
Item Relevance	Several points are considered less appropriate to the dimensions of common humanity.	Revise less relevant items or replace them with appropriate new items.
Language Used	Technical psychology terms may be difficult for middle school students to understand.	Replacing technical terms with more straightforward, more contextual terms.
Number of Items per Dimension	The number of items for the mindfulness dimension is fewer than for other dimensions.	Added new items for the mindfulness dimension to make it proportional.
Uncovered Indicator	The indicator "being aware of emotions without overreacting" is not represented in the items.	Add statement items for the indicator.
Potential Statement Bias	Some items contain moral bias that may make students hesitate to answer honestly.	Add statement items for the indicator.

The reliability of an instrument shows how stable, consistent, and accurate the results obtained are. Measurements that have high reliability are measurements that can produce reliable data. Reliability testing is a procedure for measuring the extent to which a test is accurate or consistent in making the same results every time the test is used (Slamet & Wahyuningsih, 2022). In other words, this test assesses whether the test can provide stable and consistent results, regardless of when or where the test is administered. A reliable test is expected to offer the same or similar results on repeated measurements, indicating that the test is reliable under various conditions and times. Reliability test analysis can be seen from the results of SPSS calculations by looking at Cronbach's Alpha. If the Cronbach's Alpha value > 0.60 is said to be reliable, conversely, if the Cronbach's Alpha value < 0.60, then the instrument prepared is declared unreliable. The subjects of the reliability test were 32 students of Sleman Regency's State Junior High School. The following is a table of reliability calculations calculated with the help of SPSS 26:

Table 7. Reliability of the Self-Compassion Scale

		N	%
Cases	Valid	32	100
	Excluded	0	0
	Total	32	100
Cronbach's Alpha			88

From Table 7, the Cronbach Alpha value of 0.88 indicates that the self-compassion scale instrument is highly reliable. This reliability value suggests that the self-compassion scale instrument is consistent when used. The value of 0.88 is in an outstanding category, according to general reliability guidelines:

Table 8. Categorization of Instrument Reliability

Reliability Score	Information
≥ 0.9	Very high (extraordinary)
0.8–0.89	High (very good)
0.7–0.79	Good
0.6–0.69	Adequate
< 0.6	Inadequate

High reliability ensures that the measurement results on different samples or, at other times, remain consistent, thus increasing the credibility of the research findings. This shows that the items on the scale have a consistent level of interconnectedness in measuring self-compassion dimensions. This value indicates

that the instrument can measure the dimensions of self-compassion stably and reliably so that random factors do not influence the measurement results. With a reliability of 0.88, the instrument can be feasible for application to a broader population outside the Sleman Regency.

Table 9. Calculation of Reliability of Each Item

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	143.5313	129,031	.413	.878
VAR00002	144.0625	131,222	.195	.882
VAR00003	143.6875	129,641	.355	.879
VAR00004	143.6563	130,362	.284	.880
VAR00005	143.6563	129,330	.407	.879
VAR00006	143.4375	128,383	.482	.878
VAR00007	143.4063	125,797	.688	.875
VAR00008	143.6250	129,016	.556	.877
VAR00009	143.4688	127,096	.606	.876
VAR00010	144.2813	129,951	.248	.881
VAR00011	143.8125	127,512	.524	.877
VAR00012	144.4063	127,539	.357	.879
VAR00013	144.0313	127,838	.438	.878
VAR00014	144.3125	132,738	.086	.884
VAR00015	144.0313	125,064	.588	.875
VAR00016	144.4375	129,867	.264	.881
VAR00017	144.0938	134,410	-.021	.885
VAR00018	143.3438	128,814	.481	.878
VAR00019	143.6875	144,093	-.587	.895
VAR00020	143.5625	131,867	.224	.881
VAR00021	143.3438	128,555	.505	.878
VAR00022	143.5313	130,709	.318	.880
VAR00023	143.4063	129,991	.390	.879
VAR00024	143.5313	127,999	.667	.876
VAR00025	143.4688	128,773	.534	.877
VAR00026	143.5000	129,097	.447	.878
VAR00027	144.3750	130,694	.190	.882
VAR00028	143.7188	126,660	.471	.877
VAR00029	143.7500	130,774	.236	.881
VAR00030	143.7188	128,080	.505	.877
VAR00031	143.9688	129,451	.309	.880
VAR00032	144.0313	125,257	.575	.876
VAR00033	144.1875	124,931	.531	.876
VAR00034	143.9375	128,512	.352	.879
VAR00035	144.4375	129,351	.297	.880
VAR00036	143.6875	127,770	.504	.877
VAR00037	143.3438	129,910	.383	.879
VAR00038	143.6563	128,297	.494	.877
VAR00039	143.5625	131,673	.295	.880
VAR00040	143.5313	129,289	.447	.878
VAR00041	143.4688	128,515	.559	.877
VAR00042	143.4375	129,480	.449	.878
VAR00043	143.9375	131,028	.231	.881
VAR00044	144.0625	130,125	.229	.882
VAR00045	143.6875	127,448	.530	.877
VAR00046	143.8438	129,491	.290	.880
VAR00047	144.0938	130,475	.190	.883
VAR00048	144.3438	127,201	.395	.879
VAR00049	143.7813	128,951	.386	.879
VAR00050	144.8750	137,016	-.181	.888

Based on Table 9, 50 statements on the self-compassion scale are suitable for research on improving self-compassion in junior high school students. The Corrected Item-Total Correlation value measures how each item in the instrument correlates with the total scale score. This value describes the extent to which the item is consistent with the entire scale, or in other words, the extent to which the item "contributes" to the measurement of instrument reliability. A value of ≥ 0.3 has an adequate contribution and is worth maintaining. A value < 0.3 indicates that the item has a low contribution to the total score and should be revised or deleted. For example, VAR00007 (Corrected Item-Total Correlation = 0.688) and VAR00024 (0.667). These items have excellent contributions to the total scale score, indicating that they are relevant and consistent in measuring self-compassion.

Implementation Stage

The implementation phase aims to collect valid and reliable data using instruments designed and validated to effectively measure junior high school students' self-compassion. The implementation step begins with the researcher submitting a research permit by sending an official research proposal to the school. Furthermore, a coordination meeting was held with guidance and counseling teachers to discuss data collection methods and design the trial implementation. A limited trial was conducted at one school, and a field trial was conducted at five public junior high schools in Sleman Regency.

A self-compassion instrument designed and validated previously is prepared in printed or digital form using Google Forms. The researcher explains the purpose, benefits, and how to complete the instrument to the guidance and counseling teacher. Guidance and Counseling: Teachers are given detailed guidance on how to guide students during the scale-filling process. This guidance includes an explanation of the scale's purpose to students, directions on how to understand the statements in the scale, and examples of filling to avoid technical errors.

Data filling is done simultaneously in the designated class. Guidance and counseling teachers are present during the scale-filling process to provide guidance. Guidance and counseling teachers explain how to fill in personal identity. Students are guided to understand statements on a scale that may be difficult to understand. Teachers answer students' questions about the technicalities of filling without influencing their answers. The guidance and counseling teacher explains the terms used in the scale. In addition, clarification is provided if students feel that there are statements that are ambiguous or difficult to understand. Filling in is done in a comfortable and unhurried atmosphere so that students have enough time to understand each statement and provide an appropriate response.

After the filling is complete, all scales students have filled in are collected by the Guidance and Counseling teacher. The Guidance and Counseling teacher checks the completeness of the data, including ensuring that all items have been filled in, self-identity is recorded correctly, and there are no duplicate or blank answers. The researcher briefs the Guidance and Counseling teacher on how to process data from the results of the distribution of the self-compassion scale. The data is processed using an Excel formula. Based on descriptive statistics, a self-compassion categorization is then made. The categorization is based on the empirical average, namely the analysis of actual data from the field. The categorization formula used by researchers is based on the opinion put forward by Azwar (2017) as follows:

Table 10. The formula for Categorizing Students' Compassionate Behavior Scale

Score Category	Formula
Very Low	$X < M - 1.5SD$
Low	$M - 1.5SD < X < M - 0.5SD$
Currently	$M - 0.5SD < X < M + 0.5SD$
Tall	$M + 0.5SD < X < M + 1.5SD$
Very high	$M + 1.5SD < X$

M = Mean; *SD* = standard deviation

After collecting the data, the guidance and counseling teacher initially reflects on the implementation process. This includes identifying obstacles that arise during the scale filling.

Evaluation Stage

The fifth stage in the ADDIE model is the final evaluation, which aims to review and determine the extent of the benefits of using the self-compassion scale. Guidance and counseling teachers and students involved in the implementation provide input. The input is related to the suitability of the scale to the experience of junior high school students. In addition, it is associated with the ease of understanding and filling out the scale. This instrument can be a reference for other research in Indonesia and a tool for intervention programs or evaluation of students' self-compassion levels in various educational contexts. Based on interviews with 13 guidance and counseling teachers of junior high schools in Sleman Regency, data was obtained that the self-compassion scale instrument helps determine students' self-compassion conditions. Categorization includes low, medium, and high scores. Guidance and counseling teachers can use the scale results to identify groups of students who need special attention—follow-up in the form of interventions or services provided by guidance and counseling teachers to students at school.

DISCUSSION

This study aims to develop a valid and reliable self-compassion scale for junior high school students. The results of the study indicate that this scale has excellent quality based on various tests that have been conducted, such as reliability, readability, and content feasibility tests. The results of theoretical and empirical validity tests indicate that the self-compassion scale instrument is suitable for measuring the self-compassion of junior high school students in Sleman Regency. The theoretical validity test shows that the self-compassion scale instrument grid has been compiled based on constructs synthesized from theories that support self-compassion variables, namely Neff's grand theory (2003). So, there is a match between the indicators and the self-compassion theory and between the scale statements and the indicators. Neff (2003) identified six dimensions of self-compassion.

The first dimension is self-kindness, which is the ability to be friendly and understanding of oneself and avoid excessive judgmental behavior towards shortcomings or mistakes that occur. In contrast, self-judgment is the tendency to be hard on oneself, feel inferior, and be excessively critical. High levels of self-judgment can cause individuals to reject their emotions, thoughts, desires, or behaviors, even feeling unimportant, thus tending to give disproportionate assessments of situations.

The next dimension is common humanity, which reflects the belief that everyone faces problems, makes mistakes, and experiences challenges. This understanding allows individuals to accept failure and hardship as a natural part of human life, full of limitations. In contrast, isolation describes shame about personal problems and the belief that one is responsible for all difficulties, so individuals feel separated from others.

The final dimension is mindfulness, which refers to maintaining full awareness of experiences with a balanced perspective. This allows one not to neglect aspects of self-care or be overly critical and to accept the situation without getting caught up in negative thoughts or emotions. In contrast, over-identification is an overreaction to failure or problems by focusing too much on one's weaknesses to the point of triggering anxiety or even depression.

Although this concept is universally applicable, its manifestation in junior high school students differs from adults due to cognitive, emotional, and social development differences. Several previous research studies, namely the Self-Compassion Scale (SCS) by Neff (2003), were used to measure six dimensions of self-compassion in the general population. The scale was not designed for the context of junior high school students, especially from the perspective of cognitive and emotional development in early adolescence. The mindfulness-based program involving self-compassion developed by Bluth and Blankton (2015) did not explicitly produce a relevant scale for Indonesian adolescents. Meanwhile, the self-compassion scale used by Kawitri et al. (2020) focused not on junior high school students in an academic context but on adolescents in orphanages. While the scale O'Driscoll and McAleese (2023) effectively measures self-compassion in exams, it is irrelevant to the Indonesian cultural context. The use of the self-compassion scale by Prahayuningtyas & Basaria (2024) targeted the eldest daughters. It did not include general items appropriate for junior high school students in Indonesia.

The researcher's scale was specifically designed for middle school students, who have different emotional and social development characteristics than high school students or the adult population. Adolescents face hormonal changes that affect emotional stability. Due to their fluctuating emotional nature, they are more prone to self-judgment and over-identification than adults (Bluth & Blanton, 2015).

The design of this self-compassion scale also includes elements of academic and social pressure specific to Sleman Regency, a region with high academic competition in Indonesia. The scale uses simple and relevant language for junior high school students, making it easier to understand. The scale was empirically tested for junior high school students in Sleman Regency, ensuring accuracy and relevance in the local educational context.

Thus, if this scale is used on junior high school students in Indonesia, especially in Sleman Regency, it will be able to measure and explain the category of self-compassion of junior high school students. This is in line with the concept of the validity of a test, namely an instrument that can be used to measure between data that occurs in an object and data that researchers can collect (Sugiyono, 2022). So, the instrument's validity shows an instrument's accuracy level to what the test measures. Instrument validity is related to the instrument's accuracy in measuring the concept to measure what should be measured accurately.

The results of the reliability test show that this self-compassion scale has a Cronbach's Alpha coefficient of 0.88. Referring to high validity and reliability (Cronbach's Alpha = 0.88), this scale provides a reliable measuring tool to identify the level of self-compassion of junior high school students. This is important because junior high school students face unique developmental challenges requiring an appropriate measurement approach. This value indicates that the scale has perfect internal consistency. According to Nunnally & Bernstein (Nunnally & Bernstein, 1994), a Cronbach's Alpha value above 0.60 is considered adequate for social and psychological research, so this result indicates that the scale developed has a very high level of reliability. Thus, this scale can be trusted to measure aspects of self-compassion in junior high school students consistently.

Items with a Corrected Item-Total Correlation value ≥ 0.5 indicate that these items significantly contribute to the scale's total reliability. Some substantial items that support high-reliability scores are items number 7 (Corrected Item-Total Correlation = 0.688), number 24 (Corrected Item-Total Correlation = 0.667), number 9 (Corrected Item-Total Correlation = 0.606), number 15 (Corrected Item-Total Correlation = 0.588) and number 8 (Corrected Item-Total Correlation = 0.556).

These items are relevant to the measured dimensions and have good internal consistency, thus strengthening the scale's reliability. The dimensions that include these items will likely be more transparent, manageable for junior high school students to understand, and relevant to their experiences.

Items with Corrected Item-Total Correlation < 0.3 have a low contribution to the total scale. Some weak items are item number 14 (Corrected Item-Total Correlation = 0.086), number 27 (Corrected Item-Total Correlation = 0.190), number 17 (Corrected Item-Total Correlation = -0.021), number 19 (Corrected Item-Total Correlation = -0.587) and item number 50 (Corrected Item-Total Correlation = -0.181). These weak items will likely contain language complexes that junior high school students find difficult to understand. Items with negative values or close to zero need to be re-evaluated to improve the quality of the scale.

The final evaluation was conducted by re-reading the test on junior high school students to determine their opinions regarding items with a weak Corrected Item-Total Correlation. The readability test aims to evaluate how junior high school students can understand items in the self-compassion scale without misinterpretation or ambiguity. The readability test involved five students in grade VIII of a public junior high school in Sleman Regency. Guidance and counseling teachers were involved. Then, students were asked to fill in items with a relatively weak Corrected Item-Total Correlation, such as items 14, 17, 19, 27, and 50. After filling in, interviews or group discussions were conducted by researchers to obtain direct input regarding difficulties in understanding words or sentences. Discussions were also conducted to find the meaning of items that may be abstract. Students provided suggestions to make items easier to understand. Such as statement number 17 "*Saya sensitif terhadap kritikan dari teman*". One out of five students suggested clarifying the sentence's meaning before the scale was worked on. The solution to this problem is that in the future, the guidance and counseling teacher or researcher should encourage students to examine each item

so that students can ask about the meaning of items that feel ambiguous. For example, an everyday case where a student felt offended by criticism from a friend.

The challenges encountered during the readability test were that some students had difficulty understanding psychological terms. Meanwhile, items on the scale were also impossible to make in sentences that were too long to describe the details. For example, in item 50, the researcher replaced simpler words or implied direct examples in the statement without lengthening the sentence. This can be done by adding a brief, relevant context.

Example: Original sentence: *"Ada rasa bersalah dalam hati saya ketika tiba-tiba teman menjauhi saya."*

Sentence after revision: *"Saya merasa bersalah ketika dijaui teman tanpa sebab."*

The content validity test involved three expert assessments using Aiken's V, which produced a low score of 0.83 and a high score of 1. This score indicates that the scale has very high content validity because it is far above the minimum threshold of 0.75, usually used to indicate strong content validity (Aiken, 1985). Experts assessed that the items in this scale reflect well the dimensions of self-compassion, as Neff (2003) explained, namely self-kindness, common humanity, and mindfulness. This confirms that the scale is relevant to the junior high school student population.

Students who have high self-compassion tend to be more sympathetic to themselves when experiencing painful events. They also understand that they are not alone in experiencing problems, do not demand self-perfection, and are willing to rise from sadness. Conversely, students who have low self-compassion will drown in suffering. Guidance and counseling teachers use a self-compassion scale to determine the level of student self-compassion. This scale functions as a measuring tool and can be used as a basis for designing intervention programs that focus on developing students' psychological well-being.

After knowing the level of student self-compassion, guidance, and counseling, teachers can design appropriate services to develop student self-compassion. Self-compassion-based guidance and counseling services improve students' psychological well-being (Putri et al., 2021). These results were also followed up with interviews with students conducted by guidance and counseling teachers and guidance and counseling services provided as follow-up efforts. This scale can be used as a diagnostic tool to develop self-compassion-based intervention programs, such as emotional regulation or mindfulness training, specifically designed for junior high school students. The results of this study support the development of more holistic education policies by paying attention to students' psychological well-being as part of efforts to improve the quality of education.

This scale provides a basis for further research to measure self-compassion in other student populations or to compare its effectiveness with different approaches to improving student well-being. Guidance and counseling teachers can provide interventions for students with low levels of self-compassion. For example, self-compassion training, such as daily reflective journal exercises to help students recognize and accept negative emotions without excessive self-criticism. Counseling with a cognitive-behavioral approach (CBT) can be provided to help students replace negative thought patterns with more adaptive ones. Students with moderate levels of self-compassion can be guided to practice recognizing and replacing self-criticism (self-judgment) with positive affirmations. Students who have high self-compassion can be involved as peer counselors and develop prosocial skills. Involvement through collaboration with various parties can be done to support the development of student self-compassion.

For further research, subsequent researchers can refine the instrument validation. The steps taken can be construct validity testing using exploratory factor analysis (EFA) or confirmatory factor analysis (CFA) to ensure that self-compassion dimensions are arranged appropriately in the context of junior high school students in Indonesia. Then, further researchers can consider testing test-retest reliability to assess the consistency of the scale measurement results over time. In addition, the research sample can also be expanded to junior high school students in other regions of Indonesia. This will increase the generalizability of the research results to a broader population of junior high school students.

CONCLUSION

The study's results indicate that the self-compassion scale developed in this study is valid and reliable. A validity test using Aiken's V shows that all 50 statement items have validity values between 0.83 and 1, which indicates that this instrument is suitable for measuring the self-compassion of junior high school students. A reliability test with Cronbach's Alpha coefficient produces a value of 0.88, indicating a high consistency level. In addition, the feasibility test produced a figure of 100%, indicating that all statement items can be used in research related to the self-compassion of junior high school students in Sleman Regency. Thus, this instrument can be used as an effective measuring tool for guidance and counseling teachers in supporting the development of the psychological well-being of junior high school students. This study contributes to education and psychology by providing a valid and reliable instrument to measure self-compassion. This instrument can be used in further research and developing interventions to improve students' self-compassion at the junior high school level.

ACKNOWLEDGMENT

The researcher would like to thank the experts, namely the Guidance and Counseling lecturers who contributed to validating the instrument, as well as the teachers and students of State Middle Schools in Sleman Regency who were willing to participate in this study.

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