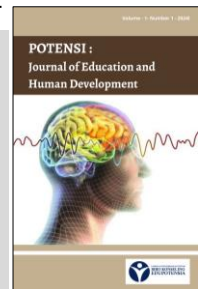


EDUPOTENSIA
FOUNDATION

POTENSI : Journal of Education and Human Development

E-ISSN: XXXX-XXXX

Journal homepage:

<https://journal.edupotensia.org/index.php/potensi>


Mindfulness and Self-Compassion as Key Factors in Developing Students' Emotional Intelligence

Irma Rahmawati¹, Gian Sugiana Sugara² Anandha Putri Rahimsyah³¹²³Department of Guidance and Counseling Universitas Muhammadiyah Tasikmalaya

Article Info

Article history:

Received May 12th, 2025Revised June 12th, 2025Accepted July 20th, 2025

Keyword:

*Emotional Intelligence, Mindfulness,
Self-Compassion, Correlational
Research*

ABSTRACT

Aggressive behavior in the school environment has a significant impact on the learning atmosphere, creating an unsafe environment that disrupts academic processes, affects students' mental health, and influences social relationships at school. This behavior is associated with low levels of emotional intelligence. This study aims to examine the influence of mindfulness and self-compassion on emotional intelligence among students at SMA Negeri 6 Tasikmalaya. The study used multiple correlation analysis, involving 300 students, with data collected through questionnaires measuring levels of emotional intelligence, mindfulness, and self-compassion. Based on the Structural Equation Model (SEM), the structural model for mindfulness and self-compassion on emotional intelligence demonstrated positive and significant results. A positive correlation was found between mindfulness and emotional intelligence ($r=0.230$; $p<0.001$). Self-compassion showed a positive correlation with emotional intelligence ($r=0.647$; $p<0.001$). Together, these two variables contributed 46.1% to emotional intelligence. These findings indicate that increased mindfulness and self-compassion play an important role in enhancing emotional intelligence.



© 2025 The Authors. Published by EDUPOTENSIA.

This is an open access article under the CC BY-NC-SA license

<https://creativecommons.org/licenses/by-nc-sa/4.0>

Corresponding Author:

Gian Sugiana Sugara,

Department of Guidance and Counseling Universitas Muhammadiyah Tasikmalaya

Email: gian.sugiana.umas.ac.id

Introduction

A common issue among adolescents is the tendency toward aggressive behavior (Rahmawati & Asyanti, 2017). This behavior not only harms themselves but also those around them, posing a serious threat to their future (Sari & Yendi, 2019). Adolescents who engage in aggressive behavior often struggle to build healthy interpersonal relationships (Buulolo, 2023). Aggressiveness often causes individuals to feel lonely; difficulty in social interactions can lead to isolation from peers, further worsening their emotional state (Sugara et al., 2023). As a result, they tend to have limited social circles, which ultimately leads to feelings of loneliness, isolation, and a lack of support from their environment. This situation negatively affects their mental and emotional health, social development, academic performance, and overall well-being (Khaira, 2023). This condition makes adolescents feel insecure, which can result in deviant behaviors, such as juvenile delinquency (Sugara et al., 2023). According to data from the Indonesian Child Protection Commission (KPAI), as of June 2024, there were 1,193 cases of violations against child protection, including sexual and physical/psychological violence. In 2023, 2,355 cases of child protection violations were reported, with 861 cases occurring in educational settings (KPAI, 2024). Among these, 236 involved physical or psychological violence, and 87 involved bullying (KPAI, 2023). The Indonesian Teachers Federation (FSGI), as reported by the Republic online news, indicated that in 2023, 30 cases of bullying were recorded in schools, with 80% occurring in educational institutions under the

Ministry of Education and Culture and 20% in institutions under the Ministry of Religious Affairs. This data highlights the increasing prevalence of aggressive behavior, particularly in school environments. In line with Prayitno (2006), negative behavior is not considered a part of normal adolescent development; adolescents who develop well will exhibit positive behavior. Aggressive behavior is one example of negative behavior, indicating disturbed development in the adolescents who display it (Illahi, et al., 2018).

Guswani & Kawuryan (2012), one factor influencing aggressive behavior is a low level of emotional intelligence. In line with Goleman (2006), individuals are considered to have low emotional intelligence if they lack emotional balance, are self-centered, are focused solely on their own interests, cannot adapt to challenges, are restless, have difficulty socializing, lack self-control, and are quick to anger and despair. Individuals who struggle to manage and understand their emotions tend to be more vulnerable to impulsive and uncontrolled reactions in tense or conflict situations. Furthermore, the inability to recognize and manage their own and others' emotions can lead to communication difficulties in problem-solving (Fauzi, 2018). Emotional intelligence is defined as the ability to motivate oneself, persist through frustration, control impulses, avoid overindulgence, manage moods, cope with stress, empathize, and pray (Goleman, 2006). Petrides & Furnham (2001) offer a concept of emotional intelligence as a trait, which refers to individuals' stable tendencies and consistent behaviors in various situations. Trait emotional intelligence is seen as a characteristic related to individual emotions and perceptions, potentially impacting various psychological variables.

Goleman (2006) also asserts that emotional intelligence can contribute to several life aspects, such as enhancing learning, reducing aggressive behavior, improving decision-making, and other traits that contribute to life success. Lusiawati (2013) suggests that individuals with high emotional intelligence can monitor their feelings effectively, control their emotions, manage them to achieve their goals, remain optimistic, be religious, and have a high level of empathy toward others. According to Goleman, intellectual intelligence (IQ) contributes only 20% to success, while 80% comes from other strengths, including emotional intelligence (EI). EI involves the ability to self-motivate, overcome frustration, control impulses, manage moods, show empathy, and work collaboratively (Fauziah, 2015). However, the current reality shows that many still prioritize high IQ as the primary measure in education. This is evident in how many parents view intellectual intelligence as more important than emotional intelligence, focusing solely on ways to improve their child's intellectual abilities while neglecting emotional intelligence (Sulastri et al., 2022). As a result, many teenagers struggle with emotional control, which leads to aggressive behavior (Vega, 2022).

One psychological factor that can enhance emotional intelligence is mindfulness (Hamilton et al., 2006). This is supported by Desai's (2015) research, which found that as mindfulness increases, so does a person's ability to manage emotions and emotional skills, such as being more grateful and kind to oneself. Positive outcomes are more likely to emerge when individuals are in a state of mindfulness. Mindfulness, with its emphasis on self-awareness and present-focused, non-judgmental experience, has been shown to have a significant positive impact on students' emotional intelligence. Zinn (Rusadi et al. 2021) mindfulness is originally rooted in Eastern culture and can be defined as non-judgmental attention in a certain way; namely, paying attention to purpose, and live in the present moment. While Baer et al. (2004) define it as the ability to act consciously, perform tasks mindfully, and remain fully aware of what one is experiencing and feeling. More specifically, mindfulness is the awareness created by paying attention intentionally in the present moment, without judgment, in a unique and continuous way. Through mindfulness, each experience in the "here and now" is fully attended to without attempts to change thoughts, bodily sensations, or emotions arising from that experience (Hayes et al., 2004).

Another factor contributing to the development of emotional intelligence is self-compassion (Fabio & Saklofske, 2021). By fostering understanding and compassion for oneself in the face of challenges and failures, students can build strong mental resilience and improve their ability to handle challenges. Self-compassion is defined as understanding and kindness toward oneself when facing suffering, failure, or mistakes without harsh judgment for imperfections or weaknesses. It involves recognizing that one's experiences are part of the common human experience (Neff, 2003). This skill is essential for emotional intelligence as it allows individuals to better manage their emotions (Neff, 2011). Components of self-compassion include self-kindness, treating oneself kindly; common humanity, maintaining a positive self-view and recognizing that imperfections and failures are universally experienced; and mindfulness, acknowledging and accepting thoughts and feelings while viewing them from a broader perspective. The negative aspects of self-compassion include self-judgment, a tendency to criticize and underestimate oneself; isolation, feeling as though one suffers more than others; and over-identification, exaggerating difficulties and challenges (Neff, 2003).

Based on the above explanation, emotional intelligence is closely related to mindfulness and self-compassion, where individuals learn to recognize, understand, and better manage their emotions, which is central to emotional intelligence (Zeidner et al., 2012). Mindfulness helps individuals stay focused on the present, reduce stress, and improve concentration (Holzel et al. 2011), while self-compassion helps individuals to be kind and

non-judgmental toward themselves when facing failures or difficulties (Bluth & Blanton, 2015). Therefore, interventions designed to enhance mindfulness and self-compassion, such as school counseling programs, are essential in helping adolescents develop their emotional intelligence.

Method

Participants

The participants in this study were high school students from SMA Negeri 6 Tasikmalaya. Out of a population of 472 students, a sample of 300 was selected, consisting of 106 male and 194 female students. The sampling method used was probability sampling with a random sampling technique.

Procedure

A questionnaire package, including a personal information form, the Trait Emotional Intelligence Questionnaire Short Form, the Child and Adolescent Mindfulness Measure, and the Self-Compassion Scale, was distributed to 300 students at SMA Negeri 6 Tasikmalaya. Completion of the instruments took approximately 10-15 minutes. After the students completed the questionnaires, data were analyzed using Structural Equation Modeling (SEM), multiple regression analysis, and t-tests. α was 0.81, indicating very high reliability. After data collection, SEM was used to analyze relationships and influences between variables, both directly and indirectly (through mediators), using the software JASP version 19.

Measures

Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF)

The TEIQue-SF, developed by Petrides & Furnham (2001) and adapted by Febriana (2021), was used to measure students' emotional intelligence. It includes 30 statements covering aspects such as trait optimism, happiness, self-esteem, empathy, emotional perception, emotion expression, relationships, emotion regulation, low impulsiveness, stress management, emotion management, assertiveness, social awareness, and self-motivation. Respondents rated each statement on a Likert scale from 1 (strongly disagree) to 7 (strongly agree). Validity testing confirmed that all items were valid, and the instrument's reliability was confirmed with a Cronbach's α of 0.75, indicating high reliability.

Child and Adolescent Mindfulness Measure (CAMM)

Mindfulness was assessed using the CAMM, developed by Greco, Baer, & Smith (2011) and adapted by Saragih & Abidin (2022). This measure includes 10 statements representing mindfulness as a one-dimensional factor, focusing on paying attention intentionally in the present moment without judgment (Baer et al., 2004). Responses were rated on a Likert scale from 0 (Never) to 4 (Always). Validity testing confirmed all items were valid, and Cronbach's α was 0.70, indicating high reliability.

Self-Compassion Scale (SCS)

Self-compassion was measured using the SCS, developed by Neff (2003) and adapted by Sugianto et al. (2020), which includes 26 statements across six dimensions: positive dimensions (self-kindness, common humanity, mindfulness) and negative dimensions (self-judgment, isolation, over-identification). Responses were rated on a Likert scale from 1 (almost never) to 5 (almost always), with 13 favorable and 13 unfavorable items. Validity testing confirmed all items were valid, and Cronbach's α coefficient for the overall scale was 0.91, indicating high internal consistency.

Data Analysis

In this study, the first stage involved using Structural Equation Modelling (SEM) to examine the complex relationships between latent variables. This method enables a comprehensive modeling of the relationships. The second stage, a correlation analysis between mindfulness and emotional intelligence was conducted using Pearson correlation. In the third stage, a correlation analysis between self-compassion and emotional intelligence was also performed using Pearson correlation. Finally, in the fourth stage, multiple regression analysis was employed to analyze the direct effects of the independent variables (mindfulness and self-compassion) on the dependent variable (emotional intelligence). This analysis was conducted through multiple correlation, providing a more detailed understanding of the contribution of each independent variable to the dependent variable.

Results

The results were presented in two main parts. First, an overall summary of emotional intelligence and its 15 aspects, mindfulness as a whole, and self-compassion with its six dimensions was provided. Second, correlation analysis examined the relationship between the total score of the TEIQue-SF, its 15 aspects, the CAMM's single dimension, and the SCS with its six dimensions. Finally, combined analysis evaluated the simultaneous impact of mindfulness and self-compassion on emotional intelligence using SEM, providing a comprehensive view of the relationships among mindfulness, self-compassion, and emotional intelligence and assessing the model's fit to the data.

Table 1. Distribution of Emotional Intelligence, Mindfulness, and Self-Compassion among Students

Scale	Mean	SD
Total Emotional Intelligence	127	15.29
Trait Optimisme	4.33	2.06
Trait Happiness	9.09	2.24
Self Esteem	9.00	1.98
Trait Empathy	8.85	2.14
Emotional Perception, Self and Others	9.12	2.29
Emotion Expression	8.00	2.10
Relationships	8.59	2.01
Emotion Regulation	9.09	2.11
Low-Impulsiveness	7.88	2.05
Stress Management	8.21	2.41
Emotion Management	7.93	1.97
Assertiveness	8.24	2.13
Social Awareness	7.94	2.22
Adaptability	8.36	2.29
Self Motivation	8.35	2.40
Total Mindfulness	20.51	5.35
Total Self-Compassion	81.68	9.54
Self Kindness	16.84	2.89
Self Judgment	14.27	2.97
Common Humanity	13.55	2.41
Isolation	10.91	2.81
Mindfulness	13.54	2.10
Over-Identification	12.11	2.49
N= 300		

Based on the descriptive analysis results presented in Table 1, the levels of each variable are as follows: emotional intelligence ($M = 127$, $SD = 15.29$), mindfulness ($M = 20.51$, $SD = 5.35$), and self-compassion ($M = 81.68$, $SD = 9.54$). These values indicate that all variables fall within a moderate range. This study employed Structural Equation Modeling (SEM) using JASP software to evaluate the influence of mindfulness and self-compassion on emotional intelligence. SEM allows researchers to model complex relationships and test hypotheses about how independent variables affect dependent variables. Through SEM, both direct and indirect relationships among the variables can be explored, providing insights into the structure and patterns of their interconnections. The SEM results are presented in figure 1.

The measurement model in this study includes three latent variables: emotional intelligence, mindfulness, and self-compassion. The model fit test yielded favorable results, indicating a good fit for the measurement model. The fit indices are as follows: $N = 300$; $\chi^2 = 130.272$; $df = 33$; $GFI = 0.999$; $NFI = 0.951$; $CFI = 0.978$; $TLI = 0.966$; $RMSEA = 0.050$; $p = 0.001$. These values suggest that the model is well-suited for analyzing the relationships among the latent variables.

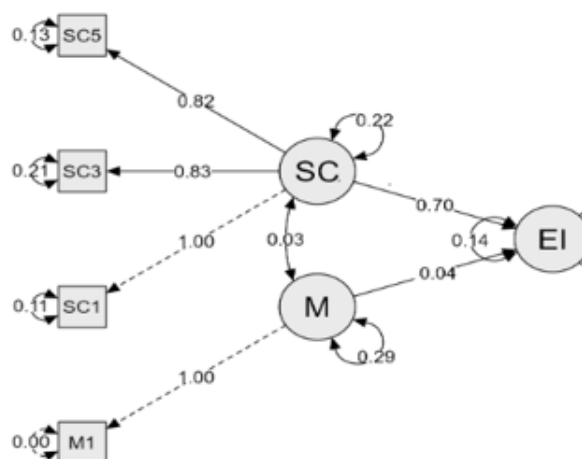


Figure 1. Model Result of SEM Analysis Correlation Between Mindfulness and Self-Compassion on Emotional Intelligence

Table 2. Statistical Data on the Correlation Between Mindfulness and Self-Compassion on Emotional Intelligence

Variabel	r	R ²	p-value
MN-EI	0.230	0.053	<0,001
SC-EI	0.647	0.419	<0,001
MN-SC-EI	0.679	0.461	<0,001

Note: EI= Emotional Intelligence; MN=Mindfulness; SC= Self compassion

Table 2 there is a significant positive relationship between emotional intelligence and mindfulness ($r=0.230$; $p<0.001$), meaning that higher mindfulness is associated with higher emotional intelligence, with an effect size of 5.3%. Furthermore, self-compassion shows a significant positive correlation with emotional intelligence ($r=0.647$; $p<0.001$), indicating that higher self-compassion is associated with higher emotional intelligence, with an effect size of 46.1%. When both variables are analyzed together, the correlation value is ($r=0.679$; $p<0.001$), indicating that overall, mindfulness and self-compassion have a significant positive relationship with emotional intelligence. These two variables contribute a total of 46.1%, while approximately 53.9% is influenced by other variables. This analysis suggests that mindfulness and self-compassion play a crucial role in enhancing emotional intelligence, and thus, improving both variables can significantly contribute to the enhancement of students' emotional intelligence.

Table 3. Aspect Correlation Between Mindfulness and Self-Compassion

Sub Scale	Total Mindfulness	p
Total Emotional Intelligence	0,647	0,000
Trait optimism	0,079	0,174
Trait Happiness	0,025	0,669
Self esteem	0,041	0,476
Trait Empathy	0,133	0,021
Emotional perception, self and others	0,372	0,000
Emotion Expression	0,039	0,497
Relationships	0,151	0,009
Emotion regulation	0,071	0,223
Low-Impulsiveness	0,089	0,126
Stress management	0,147	0,011
Emotion management	0,132	0,023
Assertiveness	0,269	0,000
Social Awareness	0,033	0,568
Adaptability	0,051	0,380
Self motivation	0,064	0,272

Table 4 Aspect Correlation Between Self-Compassion and Emotional Intelligence

Sub Scale	Total Self Compassion	p	Self Kindness	p	Self judgment	p	Common Humanity	p	Isolation	p	Mindfulness	p	Over identification	p
Total Emotional Intelligence	0,647	0,000	0,496	0,000	-0,393	0,000	0,331	0,000	-0,336	0,000	0,406	0,000	-0,023	0,697
Trait Optimism	0,260	0,000	0,251	0,000	-0,228	0,000	0,130	0,025	-0,096	0,097	0,113	0,050	-0,043	0,458
Trait Happiness	0,298	0,000	0,204	0,000	-0,247	0,000	0,097	0,093	-0,150	0,009	0,142	0,014	-0,017	0,776
Self esteem	0,505	0,000	0,333	0,000	-0,310	0,000	0,150	0,009	-0,360	0,000	0,338	0,000	-0,069	0,233
Trait Empathy	0,326	0,000	0,287	0,000	-0,105	0,070	0,228	0,000	-0,093	0,108	0,302	0,000	-0,079	0,173
Emotional perception, self and others	0,269	0,000	0,214	0,000	-0,173	0,003	0,212	0,000	-0,163	0,005	0,201	0,000	-0,025	0,662
Emotion Expression	0,349	0,000	0,131	0,024	-0,245	0,000	0,034	0,552	-0,085	0,141	0,068	0,241	-0,010	0,860
Relationships	0,341	0,000	0,277	0,000	-0,326	0,000	0,163	0,005	-0,298	0,000	0,172	0,003	-0,080	0,168
Emotion regulation	0,341	0,000	0,280	0,000	-0,231	0,000	0,189	0,001	-0,162	0,005	0,202	0,000	-0,025	0,663
Low-impulsiveness	0,315	0,000	0,220	0,000	-0,175	0,002	0,240	0,000	-0,193	0,000	0,171	0,003	-0,026	0,648
Stress management	0,380	0,000	0,291	0,000	-0,214	0,000	0,127	0,000	-0,255	0,000	0,280	0,000	-0,058	0,313
Emotion management	0,380	0,000	0,057	0,326	-0,019	0,000	0,116	0,046	-0,007	0,910	0,055	0,340	-0,044	0,452
Assertiveness	0,265	0,000	0,281	0,000	-0,025	0,666	0,282	0,000	-0,075	0,198	0,246	0,000	-0,090	0,119
Social Awareness	0,192	0,000	0,113	0,050	-0,194	0,000	0,013	0,817	-0,138	0,016	0,057	0,327	-0,107	0,065
Adaptability	0,395	0,000	0,231	0,000	-0,254	0,000	0,159	0,006	-0,246	0,000	0,269	0,000	-0,080	0,166
Self motivation	0,533	0,000	0,323	0,000	-0,379	0,000	0,204	0,000	-0,376	0,000	0,237	0,000	-0,086	0,139

Based on the analysis results in table 3, it shows that most aspects of mindfulness have a significant positive correlation with self-compassion ($r = 0.647$, $p = 0.000$). However, there are several aspects that are not significant, namely adaptability ($r = 0.051$, $p = 0.380$), self-motivation ($r = 0.064$, $p = 0.272$), self-esteem ($r = 0.041$, $p = 0.476$), happiness traits ($r = 0.025$, $p = 0.669$), emotional expression ($r = 0.039$, $p = 0.497$), and optimism traits ($r = 0.079$, $p = 0.174$).

Based on the table analysis, there is a significant positive correlation between total emotional intelligence and total self-compassion ($r = 0.647$, $p = 0.000$). There are several aspects that do not show significant correlations, including total emotional intelligence with over-identification ($r = -0.023$, $p = 0.697$). Trait optimism with isolation ($r = -0.096$, $p = 0.097$) and over-identification ($r = -0.043$, $p = 0.458$). Trait happiness with common humanity ($r = 0.097$, $p = 0.093$) and over-identification ($r = -0.017$, $p = 0.776$). Trait empathy with self-judgment ($r = -0.105$, $p = 0.070$), isolation ($r = -0.093$, $p = 0.108$), and over-identification ($r = -0.079$, $p = 0.173$). Emotional perception (self and others) with over-identification ($r = -0.025$, $p = 0.662$). Emotion expression with common humanity ($r = 0.034$, $p = 0.083$), isolation ($r = -0.085$, $p = 0.141$), mindfulness ($r = 0.068$, $p = 0.241$), and over-identification ($r = -0.010$, $p = 0.860$). Relationship with over-identification ($r = -0.080$, $p = 0.168$). Emotion regulation with over-identification ($r = -0.025$, $p = 0.663$). Low impulsiveness with over-identification ($r = -0.026$, $p = 0.648$). Stress management with over-identification ($r = -0.058$, $p = 0.313$). Emotion management with self-kindness ($r = 0.057$, $p = 0.326$), isolation ($r = -0.007$, $p = 0.910$), and over-identification ($r = -0.044$, $p = 0.452$). Assertiveness with self-judgment ($r = -0.025$, $p = 0.666$), isolation ($r = -0.075$, $p = 0.198$), and over-identification ($r = -0.090$, $p = 0.119$). Social awareness with common humanity ($r = 0.013$, $p = 0.817$), mindfulness ($r = 0.057$, $p = 0.327$), and over-identification ($r = -0.107$, $p = 0.065$). Adaptability with over-identification ($r = -0.080$, $p = 0.166$). Self-motivation with over-identification ($r = -0.086$, $p = 0.139$).

Discussion

Emotional intelligence is the ability of a person to manage their emotions (Law et al., 2004). According to Petrides & Furnham (2001), emotional intelligence as a trait is viewed as a characteristic related to emotions and individual perceptions. Goleman (2016) stated that emotional intelligence can be influenced by internal factors, namely the emotional brain, and external factors, such as family and social environment. Batubara (2016) added that students in adolescence are largely influenced by their environment and peers. Therefore, it is important for students to understand emotional intelligence so they can avoid negative things that harm themselves and others. Individuals generally feel happier when they are accepted by their surroundings, whether from family or other social environments, especially when they feel valued and understood by those around them (Sugara et al., 2023). Emotional intelligence contributes to various aspects of life, such as enhancing learning, reducing aggressive behavior, making better decisions, and other characteristics that support success in life. Emotional intelligence includes the ability to recognize one's emotions, manage one's emotions, motivate oneself, recognize the emotions of others, and build relationships with others (Goleman, 2006). Additionally, individual happiness is marked by positive emotions that they experience (Sugara et al., 2021).

Zinn (2012) stated that mindfulness is a form of awareness that involves clear and balanced attention to experiences over time. This means being open to the present reality, allowing all thoughts, emotions, and sensations to enter awareness without resistance. According to Baer et al. (2004), mindfulness is an individual's ability to act with full awareness and perform activities well, being fully conscious of what is happening and being felt. In adolescence, mindfulness tends to be in the moderate category because the ability to maintain attention and awareness is still developing. Adolescents are often distracted by social, academic, and emotional pressures, making it difficult to be fully present in the moment (Bluth & Blanton, 2014).

Self-compassion is defined as understanding and kindness toward oneself when facing suffering, experiencing failure, or making mistakes, without judging one's deficiencies and weaknesses (Neff, 2003). Self-compassion helps individuals endure, understand, and recognize the meaning of difficulties as positive experiences (Germer, 2009). Students who possess self-compassion are described as individuals who do not easily blame themselves when they fail, correct mistakes, and are able to face new challenges (Hidayati, 2014; Kawitri, 2019).

The findings of this study indicate that mindfulness and self-compassion have a positive correlation with emotional intelligence. Desai (2015) stated that when mindfulness increases, emotional management skills, such as gratitude and self-love, will also improve, indicating that positive outcomes emerge when a person is in a state of mindfulness. Mindfulness, with its focus on self-awareness and present-moment experience without judgment, has been shown to have a significant positive impact on students' emotional intelligence. Baer et al. (2006) also noted that mindfulness helps improve awareness of emotions and provides better control over emotional reactions, which is a crucial part of emotional intelligence. An increase in mindfulness is expected to

reduce avoidant behaviors and attachment to unpleasant emotions and distress (Brown & Ryan, 2003; Hayes & Feldman, 2004).

Neff et al. (2008) proposed that a self-kind attitude is an important aspect of building emotional well-being. This supports the idea that a self-kind attitude is not just a good trait, but an essential aspect of building robust emotional well-being. Reyes (2012) stated that self-compassion is the ability to love and be generous to oneself during unpleasant situations. This skill is a critical part of emotional intelligence as it allows individuals to manage their emotions better (Neff, 2011). This ability to regulate emotions helps individuals cope with social pressures and prevents negative behaviors that may arise from group pressure (Sugara et al., 2023). Research indicates that individuals with high self-compassion set high goals for themselves but do not pressure themselves when outcomes do not meet expectations, and this self-compassion is always needed in any situation (Hidayati, 2018). Research by Chawla et al. (2010) demonstrated that self-compassion can enhance positive self-perception, reduce negative emotions, and increase feelings of connectedness with others. Bluth (2014) found that mindfulness and self-compassion act as mediators of emotional well-being, and both can enhance the well-being of adolescents by teaching them to be more careful and kind to themselves, potentially leading to an increase in their emotional intelligence.

Another finding in this study is the lack of significant correlation between the mindfulness aspect and several aspects of emotional intelligence, such as optimism, happiness, self-esteem, emotion expression, low impulsiveness, social awareness, and adaptability. This can be attributed to the differing focus and primary functions of these two variables. Mindfulness emphasizes full awareness of present experiences without judgment, which primarily serves to calm the mind rather than directly foster optimism and happiness (Baer et al., 2006). On the other hand, these aspects of emotional intelligence require specific skills in understanding, managing, and expressing emotions, as well as social interaction. These skills necessitate additional psychological elements, such as interpersonal skills or deeper emotional experiences (Petrides et al., 2007). The correlation between the over-identification aspect of self-compassion and emotional intelligence aspects is insignificant because reducing over-identification does not necessarily enhance emotional intelligence. This is because over-identification primarily relates to reducing excessive engagement with negative emotions rather than developing emotional skills such as empathy, understanding, or regulation (Neff, 2003; Petrides, 2007). Emotional intelligence is more closely linked to other self-compassion aspects, such as mindfulness and self-kindness, which support healthy emotional regulation and adjustment.

Another finding from this study indicates that self-compassion has a greater influence on emotional intelligence. Heffernan (2010) found that self-compassion is strongly related to emotional well-being and the reduction of negative emotions, suggesting that self-compassion may have a stronger influence on emotional intelligence than mindfulness. Neff (2003) stated that self-compassion helps individuals respond to negative emotions better, contributing to emotional intelligence. In other words, self-compassion may have a greater impact on emotional intelligence than mindfulness because self-compassion is more directly related to how one interacts with their emotions and themselves. In self-compassion, individuals learn to treat themselves well, accept their shortcomings, and respond to negative emotions positively, thereby enhancing their understanding and management of emotions. Goldin & Gross (2010) found that mindfulness helps improve emotional awareness and regulation but does not explicitly involve the deep self-acceptance aspects present in self-compassion.

Effective guidance and counseling in schools have a positive impact on student development (Rahimsyah et al., 2022). Therefore, an appropriate implication is implementing classical guidance services based on self-compassion to improve emotional intelligence. Sessions 1 and 2, focused on self-kindness, aim to help students understand that failure is a natural part of the human experience, thereby enhancing empathy, emotional regulation, and self-acceptance. Exercises such as writing compassionate letters and meditation assist participants in managing negative emotions. Sessions 3 and 4 introduce the concept of common humanity to foster empathy, social awareness, and emotional regulation, with loving-kindness meditation exercises to strengthen interpersonal relationships. Sessions 5 and 6 focus on mindfulness to increase emotional awareness, where students learn to recognize and respond to emotions wisely through breathing meditation and body scanning, as well as self-reflection on emotional changes and physical sensations.

Conclusions

Based on the research findings, it can be concluded that the general picture of emotional intelligence, mindfulness, and self-compassion among students of SMA Negeri 6 Tasikmalaya falls into the moderate category. The data analysis results showed a significance value of <0.001 , indicating that mindfulness and self-compassion significantly influence emotional intelligence. Mindfulness contributes 5.3%, while self-compassion

contributes 41.9%. Overall, the influence of mindfulness and self-compassion on emotional intelligence is 0.461 or 46.1%, indicating a strong correlation.

Declaration

Ethics Approval

This research was approved by the Institutional Review Board at the Universitas Muhammadiyah Tasikmalaya and was performed in accordance with ethical standards for research with human participants.

Informed Consent

All participants included in the current study provided informed consent immediately after clicking the survey link. Any participants who failed to complete the informed consent or declined were excluded from the study

Conflict of Interests

The authors declared no conflict of interest concerning research and publication of this article

References

- Baer, R. A., Smith, G. T., & Allen, K. B. (2004). Assessment Of Mindfulness By Self-Report: The Kentucky Inventory Of Mindfulness Skills. *Assessment*, 11(3), 191–206. DOI: 10.1177/1073191104268029
- Baer, R. A., Smith, G. T., Hopkins, J., Krietemeyer, J., & Toney, L. (2006). Using Self-Report Assessment Methods To Explore Facets Of Mindfulness. *Assessment*, 13(1), 27–45. DOI: 10.1177/1073191105283504
- Bluth, K., & Blanton, P. W. (2014). Mindfulness And Self-Compassion: Exploring Pathways To Adolescent Emotional Well-Being. *Journal Of Child And Family Studies*, 23, 1298–1309. DOI: 10.1007/s10826-013-9830-2
- Bluth, K., & Blanton, P. W. (2015). The Influence Of Self-Compassion On Emotional Well-Being Among Early And Older Adolescent Males And Females. *The Journal Of Positive Psychology*, 10(3), 219–230. DOI: 10.1080/17439760.2014.936967
- Brown, K. W., & Ryan, R. M. (2003). The Benefits Of Being Present: Mindfulness And Its Role In Psychological Well-Being. *Journal Of Personality And Social Psychology*, 84(4), 822. DOI : 10.1037/0022-3514.84.4.822
- Buulolo, B. (2023). Dampak Kekerasan Verbal Di Lingkungan Sekolah. *Cerdas-Jurnal Pendidikan*, 2(1), 9–22. DOI: 10.36418/cerdas.v2i1.123
- Chawla, N., Collins, S., Bowen, S., Hsu, S., Grow, J., Douglass, A., & Marlatt, G. A. (2010). The Mindfulness-Based Relapse Prevention Adherence And Competence Scale: Development, Interrater Reliability, And Validity. *Psychotherapy Research*, 20(4), 388–397. DOI: 10.1080/10503300903544257
- Desai, P. (2015). Exploring The Impact Of Mindfulness On Adolescents: A Mixed Methods Approach. Loyola University Chicago. DOI: 10.1016/j.sbspro.2015.04.758
- Fabio, A., & Saklofske, D. H. (2021). The Relationship Of Compassion And Self-Compassion With Personality And Emotional Intelligence. *Personality And Individual Differences*, 169, 110109. DOI: 10.1016/j.paid.2020.110109
- Fauzi, D. R. N. (2018). Perilaku Impulsif Dan Dampaknya Pada Kesehatan Mental. *Jurnal Psikologi Indonesia*. DOI: 10.22146/jpsi.12345
- Fauziah, F. (2015). Hubungan Emotional Quotient Dengan Prestasi Belajar Mahasiswa Bimbingan Konseling Uin Ar-Raniry. *Edukasi Bimbing Konseling*, 1(1), 90. DOI: 10.22373/ebk.v1i1.123
- Germer, C. K. (2009). The Mindful Path To Self-Compassion: Freeing Yourself From Destructive Thoughts And Emotions. In *British Journal Of Psychology* (Vol. 101). DOI: 10.1348/000712609X474398
- Goldin, P. R., & Gross, J. J. (2010). Effects Of Mindfulness-Based Stress Reduction (Mbsr) On Emotion Regulation In Social Anxiety Disorder. *Emotion*, 10(1), 83. DOI: 10.1037/a0018441

- Goleman, D. (2006). *Emotional Intelligence*. In A Bantam Book. New York: Bantam. DOI: 10.1037/0022-3514.51.3.511
- Goleman, D. (2016). *Emotional Intelligence Kecerdasan Emosi Mengapa Ei Lebih Penting Daripada Iq*. Pt Gramedia Pustaka Utama. DOI: 10.1037/0022-3514.51.3.511
- Greco, L. A., Baer, R. A., & Smith, G. T. (2011). Assessing Mindfulness In Children And Adolescents: Development And Validation Of The Child And Adolescent Mindfulness Measure (Camm). *Psychological Assessment*, 23(3), 606. DOI: <https://doi.org/10.1037/a0022819>
- Guswani, A. M., & Kawuryan, F. (2012). Perilaku Agresi Pada Mahasiswa Ditinjau Dari Kematangan Emosi. *Jurnal Psikologi: Pitutur*, 1(2), 86–92. DOI: 10.20885/pitutur.vol1.iss2.art7
- Hamilton, N. A., Kitzman, H., & Guyotte, S. (2006). Enhancing Health And Emotion: Mindfulness As A Missing Link Between Cognitive Therapy And Positive Psychology. *Journal Of Cognitive Psychotherapy*, 20(2), 123. DOI: 10.1891/jcop.20.2.123
- Hayes, A. M., & Feldman, G. (2004). Clarifying The Construct Of Mindfulness In The Context Of Emotion Regulation And The Process Of Change In Therapy. *Clinical Psychology: Science And Practice*, 11(3), 255. DOI: 10.1093/clipsy.bph080
- Heffernan, M., Quinn Griffin, M. T., McNulty, S. R., & Fitzpatrick, J. J. (2010). Self-Compassion And Emotional Intelligence In Nurses. *International Journal Of Nursing Practice*, 16(4), 366–373. DOI: 10.1111/j.1440-172X.2010.01853.x
- Hidayati, D. S. (2015). Self Compassion Dan Loneliness. *Jurnal Ilmiah Psikologi Terapan*, 3(1), 154–164. DOI: 10.25077/jipt.v3i1.123
- Holzel, B. K., Lazar, S. W., Gard, T., Schuman-Olivier, Z., Vago, D. R., & Ott, U. (2011). How Does Mindfulness Meditation Work Proposing Mechanisms Of Action From A Conceptual And Neural Perspective. *Perspectives On Psychological Science*, 6(6), 537–559. DOI: 10.1177/1745691611419671
- Illahi, U., Neviyarni, N., Said, A., & Ardi, Z. (2018). Hubungan Antara Kecerdasan Emosi Dengan Perilaku Agresif Remaja Dan Implikasinya Dalam Bimbingan Dan Konseling. *Jrti (Jurnal Riset Tindakan Indonesia)*, 3(2), 68. <https://doi.org/10.29210/3003244000>
- Kawitri, A. Z., Rahmawati, B. D., Listiyandini, R. A., & Rahmatika, R. (2019). Self-Compassion Dan Resiliensi Pada Remaja Panti Asuhan. *Jurnal Psikogenesis*, 7(1), 76–83. DOI: 10.29122/jp.v7i1.1637
- Khaira, W. (2023). Kemunculan Perilaku Agresif Pada Usia Remaja. *Intelektualita*, 11(02). DOI: 10.20885/intlit.1102
- Komisi Perlindungan Anak Indonesia. (2023). *Laporan Kekerasan Fisik dan Psikis di Sekolah Tahun 2024*. Jakarta: KPAI.
- Komisi Perlindungan Anak Indonesia. (2024). *Laporan Kekerasan Fisik dan Psikis di Sekolah Tahun 2024*. Jakarta: KPAI.
- Law, K. S., Wong, C.-S., & Song, L. J. (2004). The Construct And Criterion Validity Of Emotional Intelligence And Its Potential Utility For Management Studies. *Journal Of Applied Psychology*, 89(3), 483. DOI: 10.1037/0021-9010.89.3.483
- Lusiawati, L. (2013). Kecerdasan Emosi Dan Penyesuaian Diri Pada Remaja Awal Di Panti Asuhan Uswatun Hasanah Samarinda. *Psikoborneo: Jurnal Ilmiah Psikologi*, 1(2). DOI: 10.30872/psikoborneo.v1i2.70
- Neff, K. (2003). Self-Compassion: An Alternative Conceptualization Of A Healthy Attitude Toward Oneself. *Self And Identity*, 2(2), 85–101. DOI: 10.1080/15298860309027
- Neff, K. (2011). *Self-Compassion: The Proven Power Of Being Kind To Yourself*. Hachette Uk. DOI: 10.1093/acprof/9780195326920.001.0001
- Neff, K. D. (2003). The Development And Validation Of A Scale To Measure Self-Compassion. *Self And Identity*, 2(3), 223–250. DOI: 10.1080/15298860309027
- Petrides, K. V., & Furnham, A. (2001). Trait Emotional Intelligence: Psychometric Investigation With Reference To Established Trait Taxonomies. *European Journal Of Personality*, 15(6), 425–448. DOI: 10.1002/per.416
- Prayitno, E. (2006). *Psikologi Perkembangan Remaja*. Padang: Fip Unp.

- Rahmawati, A., & Asyanti, S. (2017). Fenomena Perilaku Agresif Pada Remaja Dan Penanganan Secara Psikologis. *Jurnal Psikologis*. <https://ejournal.bsi.ac.id/ejurnal/index.php/psikologi/article/view/2017>
- Rahimsyah, A. P., Sulistiana, D., & Julieta, S. (2023). Profil Kepercayaan Diri Siswa MA BPI Baturompe. *Journal of Innovative Counseling: Theory, Practice, and Research*, 7(02). 10.21009/JICTPR.072.05.
- Reyes, D. (2012). Self-Compassion: A Concept Analysis. *Journal Of Holistic Nursing*, 30(2), 81–89. DOI: 10.1177/0898010111423421
- Rosa N. 2023. Catatan Akhir Tahun Pendidikan 2023, Federasi Serikat Guru Indonesia: Kasus Bullying Meningkat. Detik.edu. <https://www.detik.com/edu/sekolah/d-7117942/catatan-akhir-tahun-pendidikan-2023-fsgi-kasus-bullying-meningkat>
- Rusadi, R. M., Sugara, G. S., & Isti'adah, F. N. (2023). Effect of mindfulness-based cognitive therapy on academic grit among university student. *Current Psychology*, 42(6), 4620-4629.
- Sari, D. M., & Yendi, F. M. (2019). The Urgency Of Handling Bullying Toward Junior Hight Scholl Students. *Jurnal Neo Konseling*, 1(1). DOI: 10.24036/00124kons2019
- Sulastri, T., Yuline, Y., & Purwanti, P. (2022). Studi Tentang Kecerdasan Emosional Rendah Pada Peserta Didik Kelas VIII Smp Negeri 18 Pontianak. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (Jppk)*, 11(3). DOI: 10.26418/jppk.v11i3.51000
- Sugara, G. S., Nurfitriani, S., Imaduddin, A., & Bariyyah, K. (2023). Mengurai Benang Kusut Kesepian: Korelasi Antara Keyakinan Irasional Dan Kesepian Siswa. *Nusantara of Research : Jurnal Hasil-Hasil Penelitian Universitas Nusantara PGRI Kediri*, 10(4), 453-466. <https://doi.org/10.29407/nor.v10i4.21830>
- Sugara, G. S., Rahmawati, E., & Muhajirin, M. (2023). Korelasi Antara Gaya Koping dan Perilaku Asertif. *Jurnal Konseling Indonesia*, 9(1), 31-41. <https://doi.org/10.21067/jki.v9i1.9243>
- Sugara, G. S., Rahayu, A. M., & Arumsari, C. (2021). Profil Kebahagiaan Remaja Panti Asuhan Tasikmalaya serta Implikasi terhadap Layanan Konseling. *Journal of Innovative Counseling: Theory, Practice, and Research*, 5(01). https://journal.umtas.ac.id/index.php/innovative_counseling
- Sugara, G. S., Arumsari, C., & Novianti, D. (2023). Hubungan Antara Keyakinan Irasional Dengan Penerimaan Diri Pada Siswa. *Journal of Innovative Counseling: Theory, Practice, and Research*, 7(01).
- Vega, A., Cabello, R., Megías-Robles, A., Gómez-Leal, R., & Fernández-Berrocal, P. (2022). Emotional Intelligence And Aggressive Behaviors In Adolescents: A Systematic Review And Meta-Analysis. *Trauma, Violence, & Abuse*, 23(4), 1173–1183. DOI: 10.1177/15248380211043815
- Williams, M., Teasdale, J., Segal, Z., & Kabat-Zinn, J. (2012). *The Mindful Way Through Depression: Freeing Yourself From Chronic Unhappiness*. Guilford Press.
- Zeidner, M., Matthews, G., & Roberts, R. D. (2012). The Emotional Intelligence, Health, And Well-Being Nexus: What Have We Learned And What Have We Missed. *Applied Psychology: Health And Well-Being*, 4(1), 1–30. DOI: 10.1111/j.1758-0854.2011.01062.x.