Exploring the Impact of Self-Control, Motivation, and Resilience on Students' Self-Compassion

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Abstract

The core purpose of *Pendidikan Profesi Guru Prajabatan* (*PPG*) is to educate prospective teachers to become professional teachers. To achieve this goal, students requires psychological abilities when facing challenges such as dense and demanding tasks based on the curriculum that must be completed in 2 semesters. This study aims to (1) test the theoretical model of regression of self-compassion, and (2) determine the contribution of self-control, motivation, and resilience to self-compassion in PPG students. This study used a causal relationship design. Data were collected with (1) Brief Self Control Scale, (2) The Academic Motivation Scale, (3) The Connor-Davidson Resilience Scale, and (4) Self-Compassion Scale which have been tested for validity and reliability; data were analyzed with multiple regression. A total of 474 preservice PPG students participated. The results showed that theoretical model was fit. Self-control, motivation, and resilience have significant effects on self-compassion. This finding provides essential basis for policies to reinforce these three factors in enhancing self-compassion of PPG students. The toughness of the lectures and the immense challenges require self-compassion as a psychological support so that students are able to adapt and succeed in challenging tasks.

1. Introduction

The current educational landscape faces significant challenges in advancing the ecosystem of education, including teachers, pedagogy, and curriculum. In Indonesia, the role of teachers is emphasized as facilitators of active learning. An ideal teacher is expected to engage students actively, possess academic qualifications, demonstrate competence, hold a teaching certificate, maintain physical and mental health, and contribute to achieving national educational goals (Kementerian Pendidikan dan Kebudayaan, Direktorat Jenderal Guru dan Tenaga Kependidikan, 2020). The government prepares high-quality teachers through the *Pendidikan Profesi Guru* (*PPG*) program, which aims to develop pedagogical, professional, social, and personal competencies in prospective teachers.

PPG pre-service students are subjected to a rigorous academic workload, compressed into two semesters. From the first semester, students combine coursework with field teaching practice (*Praktik Pengalaman Lapangan*, or *PPL*). Each course requires students to complete various worksheets, which are then uploaded to the Learning Management System (LMS). Problem-based learning and project-based learning models are employed, particularly in *PPL* activities, seminars, and leadership projects. The leadership project course requires substantial deliverables, while the seminar course demands innovative outputs implemented in *PPL*. These outputs are presented during end-of-semester examinations and compiled into publication-ready articles. Additionally, students must participate in elective courses such as civic education, scouting, spiritual reinforcement, and scientific literacy, all of which are time- and energy-intensive. At the end of the curriculum, students must pass both knowledge and competency tests. These intensive demands are

an outcome of the learning models implemented to achieve optimal outcomes (Ford & Kluge, 2015; Safitri et al., 2024).

The intensity and rigor of *PPG* coursework can create challenging situations for students. Research by Kotera, Cockerill, et al. (2021) and Lin and Huang (2013) on students with heavy academic workloads indicates that such demands can lead to declines in mental well-being, burnout, and issues such as depression, anxiety, and academic stress. One adaptive strategy to maintain optimal functioning under such conditions is cultivating self-compassion—defined as a kind, understanding attitude toward oneself in times of difficulty, failure, or pain (Neff, 2003).

Self-compassion is crucial for individuals under stress, helping to preserve mental health effectively (Apsari & Budi Utomo, 2024). Individuals with self-compassion treat themselves kindly, avoid self-blame, remain calm in the face of failure, exhibit higher emotional resilience, engage in better self-evaluation, and accept themselves unconditionally (Leary et al., 2007; Neff, Kirkpatrick, & Rude, 2007; Neff & McGehee, 2010). Consequently, they are less affected by negative feedback, experience lower stress and depressive symptoms, and maintain more stable self-esteem (Bluth et al., 2016; Neff & Vonk, 2009). Based on these findings, PPG pre-service teachers with self-compassion are better equipped to regulate themselves when faced with academic challenges and build strong social relationships—skills critical for their future teaching roles.

Three key factors positively influence self-compassion and help students address challenges during their studies: 1) Self-control. Self-control refers to the regulation of thoughts, feelings, and actions initiated by oneself when long-term goals conflict with immediate, more gratifying goals (Felipe & Moreno, 2021). Martin and Kennett (2018) found a positive correlation between self-compassion and academic self-control. Johnson and O'Brien (2013) further support this, noting that individuals who manage stress and maintain composure strengthen their self-compassion. (2) Motivation. Motivation, defined by Vallerand (1995) as the desire or drive to achieve a goal, plays a critical role in managing learning behaviors. Atmoko et al. (2022) observed that individuals with high motivation during the COVID-19 pandemic demonstrated higher learning engagement. Motivation is closely linked to self-compassion. Kotera, Maybury, et al. (2022) found that self-compassion helps transform extrinsic motivation into intrinsic motivation. Similarly, Kotera, Aledeh, et al. (2022) identified self-compassion and resilience as predictors of motivation, with intrinsically motivated individuals showing higher levels of self-compassion. (3) Resilience. Resilience is the ability to recover from adversity and grow positively (Wald et al., 2006). Resilient individuals view challenges positively (Southwick et al., 2014), effectively handle life changes, maintain physical health under pressure, and recover from setbacks (Rachmawati et al., 2021). Resilience is strongly connected to self-compassion (Kotera, Aledeh, et al., 2022). Interventions designed to build resilience, such as those by Kotera, Cockerill, et al. (2021) and Kotera, Tsuda-McCaie, et al. (2021), have successfully nurtured self-compassion in students.

Based on the findings regarding these three factors, it can be concluded that pre-service *PPG* students need to harmoniously manage their personal activities with the demanding academic tasks they face during the two-semester program. They also need strong motivation to remain focused on their academic goals and mental resilience to recover from pressure and possible failures in academic tasks during their studies. These three factors are predicted to have a positive influence on the self-compassion abilities of pre-service *PPG* students.

The research questions for this study are: (1) Does the theoretical model of self-compassion fit? and (2) What are the conditions of the three variables—self-control, motivation, and resilience—among pre-service *PPG* students who are required to complete a rigorous curriculum within just two semesters? The objectives of this research are: (1) to test the regression model of self-compassion with self-control, motivation, and resilience as predictors, and (2) to determine the contributions of these variables, both collectively and individually, to self-compassion in pre-service *PPG* students.

This research is urgently needed to understand these psychological factors in the challenging and stressful conditions experienced by pre-service *PPG* students. The regression model derived from this study will be highly beneficial for policymaking in the implementation of *PPG*, taking into

account the psychological conditions of prospective teachers. Consequently, the *PPG* program can effectively achieve its goals—producing professional teachers who are inspiring, capable of building positive social relationships with students, demonstrating self-control, maintaining motivation and mental toughness, and embodying compassion.

2. Method

This study employed a causal relationship design. This approach was selected to describe and predict the influence of independent variables on a dependent variable (Atmoko & Rachmawati, 2024). Based on the research objectives, the major hypothesis formulated was that the proposed theoretical regression model is a good fit. Additionally, four minor hypotheses were proposed: (1) self-control influences self-compassion, (2) motivation influences self-compassion, (3) resilience influences self-compassion, and (4) self-control, motivation, and resilience collectively influence self-compassion.
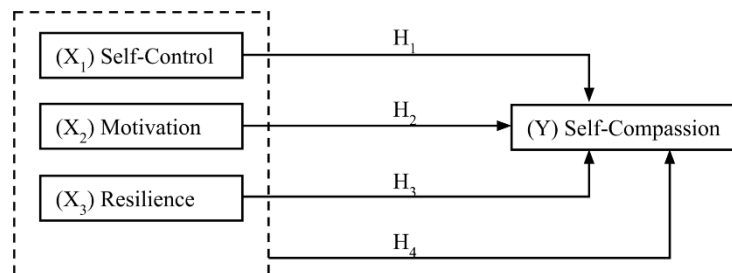

Figure 1. Theoretical Model and Research Hypotheses

The population of this study comprises all pre-service *PPG* students at Universitas Negeri Malang, totaling 2,508 active students. To determine a representative sample size, Cochran's formula is used. This formula is widely applied in research to calculate an appropriate sample size that ensures accurate representation of the population while maintaining statistical reliability. Cochran's formula is explained as follows:

$$n_0 = \frac{Z^2 \cdot p \cdot (1-p)}{E^2} \tag{1}$$

Description:
n_0 = calculated sample size
Z^2 = Z-value (for a 95% confidence level, Z = 1.96)
p = estimated proportion in the population (p = 0.5)
E = margin of error (5% or 0.05)

Based on formula 1, it is applied to a population of 2,508 as follows:

$$n_0 = \frac{1.96^2 \cdot 0.5 \cdot (1-0.5)}{0.05^2} = 384.16$$

Based on the calculations, the minimum required sample size is 384. In this study, a sample of 474 students, representative of each faculty, was obtained.

The sample was selected using proportional random sampling. The sampling procedure was as follows: (1) determining a proportion of 15 to 22 percent of the total number of students in each faculty, (2) coordinating with *PPG* program heads to randomly select student samples, and (3) contacting the selected students to complete the scale online via Google Form platform, coordinated by lecturers. The demographic data of the sample is presented in Table 1.

Table 1. Participant Demographic Data

Age		22 – 33 years	
Sex		**Participants**	**Percentage**
Female		325	69%
Male		149	31%
Faculty	**Population**	**Participants**	**Percentage**
Faculty of Education	769	168	22%
Faculty of Social Sciences	481	94	20%
Faculty of Letters	201	37	18%
Faculty of Engineering	236	42	18%
Faculty of Economics and Business	62	11	18%
Faculty of Mathematics and Sciences	410	68	17%
Faculty of Sport Sciences	349	54	15%

The instrument used was a scale that had been adapted and revalidated with the research sample. The complete instrument is presented in Table 2.

Table 2. Research Instrument

Variable Measured	Original Scale	Adaptation of the Scale to Bahasa Indonesia	Scale Validation by the Researcher
Self Compassion	Self Compassion Scale (SCS) taken from Neff et al. (2019).	The GFI and CFI values are > 0.9, the RMSEA coefficient is < 0.1, and the reliability is 0.80, as reported by Muttaqin et al. (2020).	15 items, validity scores ranging from 0.156 to 0.507, and a reliability score of 0.791.
Self Control	Brief Self Control Scale (BSCS) taken from De Ridder et al. (2011).	CFI = 0.97, RMSEA = 0.04, SRMR = 0.05, as reported by Arifin and Milla (2020).	10 items, validity scores ranging from 0.228 to 0.621, and a reliability score of 0.746.
Motivation	The Academic Motivation Scale (AMS) taken from Vallerand et al. (1992).	The item-total correlation is > 0.3, and the reliability is 0.7, as reported by Natalya (2018).	15 items, validity scores ranging from 0.138 to 0.640, and a reliability score of 0.828.
Resilience	The Connor-Davidson Resilience scale (CD-RISC) taken from Connor and Davidson (2003)	The reliability is 0.967, as reported by Dirgantoro (2020).	25 items, validity scores ranging from 0.359 to 0.661, and a reliability score of 0.928.

The data were analyzed using multiple regression analysis. The study conducted assumption tests for normality, linearity, heteroscedasticity, autocorrelation, and multicollinearity. Data analysis was performed using SPSS version 24.

3. Results

3.1. Assumption Tests Results

Before conducting the analysis, the researcher performed basic assumption tests. In Table 3, the One-Sample Kolmogorov-Smirnov Test shows a significance value of 0.200 (>0.05), indicating that the research data is normally distributed.

Table 3. Normality Testing

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		474
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.20007933
Most Extreme Differences	Absolute	.031
	Positive	.017
	Negative	-.031

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
Test Statistic	.031
Asymp. Sig. (2-tailed)	**.200[c,d]**

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

In Table 4, the linearity test indicates a significant linear relationship between self-compassion and self-control (sig. linearity = 0.000 < 0.05), self-compassion and motivation (sig. linearity = 0.000 < 0.05), and self-compassion and resilience (sig. linearity = 0.000 < 0.05). The Spearman correlation analysis shows no heteroscedasticity issues in the model, as indicated by the significance values for self-control (sig. 0.918 > 0.05), motivation (sig. 0.913 > 0.05), and resilience (sig. 0.635 > 0.05). The Durbin-Watson value is 1.868 (close to 2), suggesting no significant autocorrelation issues in this model. The Tolerance values (>0.1) and VIF values (<10) confirm the absence of multicollinearity problems for self-control (tolerance = 0.796, VIF = 1.256), motivation (tolerance = 0.738, VIF = 1.355), and resilience (tolerance = 0.649, VIF = 1.541). All assumption tests have been met, allowing for the multiple regression analysis to be conducted.

Table 4. Assumptions Testing

	Sig. Linearity	**Spearman's rho**	**Tolerance**	**VIF**
Self Compassion * Self Control	.000	.918	.796	1.256
Self Compassion * Motivation	.000	.913	.738	1.355
Self Compassion * Resilience	.000	.635	.649	1.541

3.2. Descriptive Analysis

Based on the descriptive analysis in Table 5, it was found that self-compassion has a high mean of 78.42, with a median of 78 and a mode of 76. This indicates that most participants have relatively high levels of self-compassion, although there is considerable variation (range = 40) between the minimum value of 58 and the maximum value of 98. The self-control variable has a moderate mean of 29.82, with the same median and mode of 29. This reflects a more consistent distribution and smaller variation (range = 21). The motivation variable has a mean of 50.89, indicating a moderate level of motivation, with a median of 51 and a mode of 54, as well as moderate variation (range = 19). The resilience variable has a high mean of 82.42, with a median of 80 and a mode of 75, along with greater variation (range = 38).

Table 5. Descriptive Analysis

	Mean	**Median**	**Mode**	**Range**	**Minimum**	**Maximum**	**Std. Deviation**
Self-Compassion	78.42	78	76	40	58	98	7.347
Self-Control	29.82	29	29	21	19	40	4.292
Motivation	50.89	51	54	19	41	60	4.914
Resilience	82.42	80	75	38	62	100	8.293

3.3. Regression Model Feasibility

Table 6 shows an F-value of 63.300 with a significance of 0.000, indicating that the regression model is fit/feasible and suitable for predicting self-compassion. Therefore, the variables self-control, motivation, and resilience fit as predictors of self-compassion in pre-service *PPG* students.

Table 6. ANOVA[a]

Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig**
Regression	7346.539	3	2448.846	63.300	.000[b]
Residual	18182.585	470	38.686		
Total	25529.124	473			

a. Dependent Variable: Self Compassion

b. Predictors: (Constant), Resilience, Self Control, Motivation

3.4. The Contribution of All Variables Collectively to Self-Compassion

Table 7 shows an R-value of 0.536, an R-square value of 0.288, and a significance value of 0.000 < 0.05, leading to the rejection of H01 and acceptance of Ha1. This indicates that "there is a significant collective influence of self-control, motivation, and resilience on self-compassion". A total of 28.8% of the variance in self-compassion is explained by the combination of self-control, motivation, and resilience. The standard error value of 6.220 indicates a small average error in predicting self-compassion values.

Table 7. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.536[a]	.288	.283	6.220

a. Predictors: (Constant), Resilience, Self Control, Motivation
b. Dependent Variable: Self Compassion

3.5. The Contribution of Each Variable to Self-Compassion

Table 8 shows a constant value of 36.236. For the variable self-control, the B value is 0.526, t-value is 7.049, and the significance is 0.000 (<0.05); therefore, H02 is rejected and Ha2 is accepted, meaning that "self-control has a significant influence on self-compassion." For the variable motivation, the B value is 0.142, t-value is 2.099, and the significance is 0.036 (<0.05); therefore, H03 is rejected and Ha3 is accepted, meaning that "motivation has a significant influence on self-compassion." For the variable resilience, the B value is 0.234, t-value is 5.454, and the significance is 0.000 (<0.05); therefore, H04 is rejected and Ha4 is accepted, meaning that "resilience has a significant influence on self-compassion."

The effective contribution of the variables is as follows: Self-Control at 0.526 (B1), Motivation at 0.142 (B2), and Resilience at 0.234 (B3). Thus, the regression equation derived from the study results as a fit model for self-compassion among pre-service *PPG* students is as follows.

Self Compassion (Y") = 36.236 + (0.526 × Self Control) + (0.142 × Motivation) + (0.234 × Resilience) + error

Table 8. Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	36.236	3.421		10.591	.000
Self Control	.526	.075	.308	7.049	.000
Motivation	.142	.068	.095	2.099	.036
Resilience	.234	.043	.264	5.454	.000

a. Dependent Variable: Self Compassion

4. Discussion

The study was conducted among pre-service teacher education (*PPG*) students aged 22 to 33 years, comprising 69% female and 31% male participants, representing all faculties. The findings revealed that pre-service *PPG* students generally have relatively high levels of self-compassion, although significant individual variations were observed. This indicates differences in the students' abilities to practice self-kindness and self-acceptance. Additionally, the students demonstrated good and consistent levels of self-control, relatively high motivation, and good resilience, despite variations in how they coped with academic challenges and maintained their commitment to becoming professional teachers. These results reflect the diverse backgrounds and representation of the pre-service *PPG* student population.

The study confirms that the regression model is fit and appropriate for use, indicating that self-control, motivation, and resilience are valid predictors of self-compassion. These findings underscore

the significant role of these psychological factors in developing self-compassion, which is crucial for pre-service teachers. Self-compassion is essential for aspiring teachers because the pressures of teaching and complex classroom situations can create challenging circumstances (Skaalvik & Skaalvik, 2016). Teachers with self-compassion are better able to empathize with their students, create a conducive learning environment, and demonstrate patience in dealing with students from various backgrounds and circumstances (Welp & Brown, 2014). This enables students to learn optimally without fear. Additionally, self-compassion helps manage stress and prevent burnout (Lin & Huang, 2013). Thus, the level of self-compassion in pre-service *PPG* students can be predicted and enhanced by improving self-control, motivation, and resilience.

The study results show that the three variables—self-control, motivation, and resilience—collectively contribute significantly to the development of self-compassion, with a relative contribution of R = 0.536. These findings align with previous studies indicating that professional teacher candidates need self-compassion as it is closely linked to mental health (Jennings, 2015; Trompetter, de Kleine, & Bohlmeijer, 2017). Self-control, motivation, and resilience not only help pre-service *PPG* students manage emotions but also encourage them to remain motivated and recover from challenges with a compassionate understanding of themselves.

Self-control provides the largest contribution, with an effectiveness value of 0.526. This finding supports previous research showing that high self-control plays a crucial role in enhancing self-compassion (Chow et al., 2024; Martin & Kennett, 2018; Pepin-Vogt, 2016). Students with good self-control can manage negative emotions and respond to challenges with self-kindness (Neff & Dahm, 2015). They are also better at controlling their emotions, calmly addressing mistakes, avoiding excessive self-blame, and maintaining a positive outlook on difficult situations. These attributes enhance their self-compassion, enabling them to view themselves with understanding and kindness. This is particularly important in education, where teachers often face diverse choices, challenges, and pressures.

Motivation also plays an important role, though its contribution is smaller, with an effectiveness value of 0.142. This finding aligns with research showing that high motivation can strengthen self-compassion (Kotera, 2021). Motivated *PPG* students tend to treat themselves kindlier and accept their shortcomings without excessive guilt or feelings of inadequacy. Motivation encourages them to continue growing, face challenges more positively, and recover from failures without harsh self-criticism (Kotera et al., 2023). Beyond driving academic goals, such as completing the *PPG* program and teaching practice, high motivation also reinforces habits that support self-compassion, such as maintaining emotional balance and engaging in self-improvement efforts.

Resilience provides an effective contribution of 0.234, supporting the finding that resilience plays a crucial role in strengthening self-compassion (Bluth, Mullarkey, and Lathren, 2018; Kotera, Aledeh, et al., 2022). While motivation can drive individuals to change for the better, resilience helps them sustain those changes. For *PPG* students, resilience is an essential factor that supports the continuity of positive transformation and self-development in navigating the complexities of the teaching profession. Resilience encourages them not to give up easily or blame themselves when facing failure but to learn from those experiences and continue their efforts with acceptance (Kelliher-Rabon et al., 2022). It helps them remain steadfast under pressure and challenges, enabling them to accept difficult conditions and enhance their self-compassion.

Overall, these findings demonstrate that self-control, motivation, and resilience interact to strengthen self-compassion in *PPG* students. Together, these three variables contribute to maintaining a balance between self-acceptance and the effort to continue growing. Students with good self-control, high motivation, and strong resilience are better prepared to face the challenges of becoming professional teachers who can manage stress, empathize with students, and create an optimal learning environment.

This study has a limitation in that its population is restricted to *PPG* students at Universitas Negeri Malang. The characteristics of self-compassion, self-control, motivation, and resilience may vary in other populations. Therefore, future research is recommended to involve a broader

population, both in terms of profession and age groups. Considering the importance of self-compassion for *PPG* students, experimental intervention studies are also recommended to examine whether enhancing self-control, motivation, or resilience can directly improve self-compassion in *PPG* students.

The findings of this study are essential for the *Pendidikan Profesi Guru* (*PPG*) program. Thus, the following recommendations are made for four key academic stakeholders: (1) The Ministry of Primary and Secondary Education, Directorate of Teacher Development and Professional Teacher Affairs, should issue policies that strengthen the well-being of *PPG* students by fostering self-compassion. (2) Field policymakers and *PPG* program coordinators should intensify learning activities that build self-compassion, such as designing coursework balanced with activities like spiritual development, civic education, and scientific literacy. (3) *PPG* students should practice managing self-control, motivation, and resilience to strengthen their self-compassion. (4) Future researchers are encouraged to investigate the effectiveness of interventions in enhancing *PPG* students' self-compassion. These four stakeholders play a fundamental role in continuously fostering self-control, motivation, and resilience to strengthen self-compassion among teacher candidates studying in the *PPG* program.

5. Conclusion

In facing the demands of the curriculum and significant challenges in the digital era, self-compassion is a crucial skill for students in the *Pendidikan Profesi Guru* (*PPG*) program. The findings of this study demonstrate that the regression model is valid, indicating that self-control, motivation, and resilience are significant predictors of self-compassion in students, both collectively and individually. Therefore, it is imperative for all stakeholders involved to collaborate in enhancing the critical roles of self-control, motivation, and resilience in supporting self-compassion among *PPG* students.

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