

Role peer support and gratitude on the resilience of adolescent flood victims: Failure of self-compassion mediation

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Abstract

In Aceh Singkil, flooding is a common calamity that affects teenagers' mental health, particularly their capacity to endure and adjust following emotional strain. Teenage resilience is impacted by both internal and external elements, including self-compassion, gratitude, and peer support. There isn't much research that incorporates these three variables into a thorough structural model in the context of teenage flood victims in Indonesia, though, as prior studies still frequently only look at a portion of the interaction between variables. The study's findings show that adolescent flood victims' resilience is positively and significantly impacted by peer support and gratitude. Additionally, self-compassion is positively impacted by gratitude and peer support. Nevertheless, self-compassion has no discernible impact on resilience and cannot moderate the impact of gratitude and peer support on resilience. These findings imply that teenage resilience is more impacted by social support and positive ideals than intrapersonal factors. According to the study's findings, self-compassion does not significantly function as a predictor or mediator in the development of resilience in teenage flood victims in Aceh Singkil; instead, peer support and gratitude are the primary protective factors. In order to increase adolescent resilience in disaster-prone communities, guidance and counseling services must focus on fostering positive values and social support.

Introduction

Floods are a common calamity in many areas, including Aceh Singkil Regency. In addition to causing bodily harm and interfering with community social activities, this calamity also has an impact on the psychological well-being of teenagers who are going through a vulnerable stage of emotional development (Zulkarnain, 2025). Complex emotional, social, and cognitive changes that occur during adolescence make people more susceptible to psychological stress in times of crisis (Lerner & Steinberg, 2004). Adolescents who endure disasters may develop worry, uncertainty, and emotional problems (Nafiah & Hidayat, 2025). This condition highlights the significance of adolescents' capacity to survive and constructively adjust following a calamity.

Resilience is understood as an individual's ability to survive, recover, and adapt positively when faced with stress or traumatic experiences (Masten, 2001; Luthar, 2003; Satria et al., 2023). Resilience is also described as an adaptive process that enables individuals to maintain healthy psychological functioning in difficult situations (Reivich & Shatte, 2002; Oshio, Nagamine & Kaneko, 2003). In the context of disasters, resilience is not only seen as an individual's internal strength, but is also influenced by the interaction of personal and social environmental factors that support the adaptation process (Connor & Davidson, 2003; Ungar, 2012; Zautra & Reich, 2012). Thus, the formation of resilience is influenced by various interrelated psychological and social factors.

Globally, adolescents are vulnerable to psychological disorders after facing disasters or crisis situations, making resilience an important issue in adolescent mental health. Resilience plays an important role in helping adolescents adapt to psychological stress, trauma, and environmental changes after a disaster (Hochrainer-Stigler et al., 2021; Chapagain, 2025; González García et al., 2026). Research on flood victims in Kelantan, Malaysia showed that resilience was in the moderate to high category (Noremy et al., 2021). Research on adolescents in Padang City shows that resilience helps recover from the long-term psychological impacts of disasters (Sarfika et al., 2022). Another study on disaster victims in West Sumatra showed that resilience was in the moderate to low category (Afdal et al., 2021). These differences in research findings indicate that factors influence resilience in adolescent disaster victims.

Theoretically, resilience develops through the interaction of mutually supportive external and internal factors, as explained in the concept of "I Have, I Am, and I Can" (Grotberg, 2003). In this study, peer support represents external social support, gratitude represents an individual's positive values, while self-compassion is positioned as an internal mechanism that helps individuals accept negative experiences more adaptively (Neff, 2003). Thus, these three variables are seen as having an important contribution in forming the resilience of adolescent flood victims.

Peer social support is understood as a relationship of mutual assistance built through relatively similar experiences, understanding, and conditions between individuals (Mead et al., 2001). Peer support is also understood as a unique form of emotional, social, and interpersonal support based on mutual understanding, equality, and shared experiences (Mead & MacNeil, 2006). Social support from peers acts as a protective factor, helping individuals reduce psychological distress after experiencing a disaster (Bakic & Ajdukovic, 2021). Previous research has shown that peer support has a positive relationship with the resilience of adolescent victims of disasters and other social stressors (Adhha, 2024). Other research also shows that the higher the peer support an individual receives, the higher their level of resilience (Gunawan & Huwae, 2022). This suggests that peer support plays a significant role in helping adolescents navigate difficult situations more adaptively.

Besides social support, gratitude is also understood as a psychological factor that contributes to the formation of resilience. Gratitude helps individuals build positive emotions, optimism, and hope when facing difficult situations (Fredrickson, 2001; Wood et al., 2010). Individuals who have gratitude tend to be able to view negative experiences more positively and maintain their psychological well-being (Emmons & McCullough, 2003). Previous research shows that gratitude contributes to the formation of individual resilience in dealing with life's stress and difficulties (Cannon, 2002; Scott et al., 2021). Thus, gratitude is seen as having an important role in strengthening the adaptive abilities of adolescent disaster victims.

Meanwhile, self-compassion is understood as an individual's ability to treat themselves better, accept negative experiences without excessive self-criticism, and maintain emotional balance when facing psychological stress (Neff, 2003). Self-compassion also helps individuals develop healthier emotional regulation when facing difficult situations (MacBeth & Gumley, 2012). Previous research has shown that self-compassion has a positive relationship with resilience and serves as a protective factor against psychological stress (Zessin et al., 2015).

Other studies have also shown that individuals with high self-compassion tend to have better adaptability in dealing with emotional stress (Li et al., 2024; Fachrial & Herdiningtyas, 2023). Furthermore, longitudinal research in early adolescents shows that self-compassion contributes to resilience both directly and through positive and negative affect as mediators (Yildirim & Çelik, 2024). Other research also shows that self-compassion helps adolescents develop psychological well-being and more adaptive emotion regulation when facing psychological stress (Afrashteh & Hasani, 2022). Thus, self-compassion is seen as an important internal mechanism in building resilience.

However, most previous studies tend to examine the relationship between variables partially, such as peer support and resilience or gratitude and resilience. Consequently, few studies have integrated peer support, gratitude, and self-compassion into a comprehensive structural model. Furthermore, previous studies generally position self-compassion as a direct predictor of resilience, thus failing to explain how the dynamics of external factors, internal factors, and intrapersonal mechanisms work simultaneously in shaping resilience in adolescent disaster victims. Previous research also tends to show that self-compassion has a positive effect on resilience, so there is still limited research that finds the insignificant role of self-compassion in adolescent disaster victims in Indonesia. This condition indicates a knowledge gap regarding the development of resilience in adolescent flood victims.

Based on this gap, this study offers novelty by developing an integrative model of resilience for adolescent flood victims that examines the simultaneous role of peer support, gratitude, and self-compassion on resilience through Partial Least Squares-Structural Equation Modeling (PLS-SEM). Unlike previous studies that tend to examine the relationship between variables partially, this study integrates three psychological variables simultaneously in one comprehensive structural model, thus being able to explain the dynamics of adolescent resilience formation more fully. Furthermore, this study not only examines the direct influence of peer support and gratitude on resilience but also positions self-compassion as an internal psychological mechanism suspected of bridging this relationship. Another novelty in this study lies in the finding that self-compassion plays no significant role as either a predictor or mediator of resilience, unlike the majority of previous research. Therefore, this study is expected to provide theoretical contributions in expanding resilience models based on the interaction of external and internal factors, while also providing empirical contributions in understanding the psychological dynamics of adolescent disaster victims in Indonesia.

Therefore, this study aims to analyze the influence of peer support and gratitude on the resilience of adolescent flood victims in Aceh Singkil with self-compassion as a mediator variable. This research is expected to broaden the study of the dynamics of adolescent resilience formation in disaster-prone areas and also become the basis for developing Guidance and Counseling services.

Based on the theoretical framework, the following research hypotheses are proposed: (1) gratitude is positively related to resilience; (2) gratitude is positively related to self-compassion; (3) peer support is positively related to resilience; (4) peer support is positively related to self-compassion; (5) self-compassion is positively related to resilience; (6) self-compassion is suspected to mediate the relationship between gratitude and resilience; (7) self-compassion is suspected to mediate the relationship between peer support and resilience; and (8) peer support, gratitude, and self-compassion simultaneously influence the resilience of adolescent flood victims in Aceh Singkil.

Methods

Design

This study employed a quantitative cross-sectional design using the Partial Least Squares-Structural Equation Modeling (PLS-SEM) approach. The cross-sectional design was considered appropriate because the study aimed to examine the relationships among peer

support, gratitude, self-compassion, and resilience among adolescent flood victims at a single point in time. PLS-SEM was selected due to its ability to simultaneously analyze complex relationships between exogenous variables (peer support and gratitude), endogenous variables (resilience), and the mediating variable (self-compassion).

Participants

Participants in this study were junior high school students affected by flooding in Aceh Singkil Regency, Indonesia. A purposive sampling technique was employed to recruit participants based on predetermined inclusion criteria, namely: (1) students aged 13–16 years, (2) having experienced flood disasters in Aceh Singkil, and (3) willing to participate in the study. Students who did not complete the questionnaire were excluded from the analysis. A total of 688 students participated in this study. Prior to data collection, permission was obtained from the school authorities. Participation was voluntary, and confidentiality of responses was assured throughout the research process.

Table 1. Demographic Characteristics of Respondents

Characteristics	Category	n	%
Gender	Male	318	46.2%
	Female	370	53.8%
Age	13 years	104	15.1%
	14 years	344	50.0%
	15 years	227	33.0%
	16 years	13	1.9%
School	UPTD SPF SMP Negeri 1 Singkil	204	30%
	UPTD SPF SMP Negeri 1 Singkil Utara	173	25%
	UPTD SPF SMP Negeri 1 Gunung Meriah	251	36%
	UPTD SPF SMP N 1 Simpang Kanan	60	9%
Class	VII	78	11%
	VIII	450	65%
	IX	160	23%
What order do you come in your family-	Only child	34	4.9%
	The first child	182	26.5%
	Middle Child	264	38.4%
	Youngest child	208	30.2%
Status in the Family	Biological children	673	98%
	Step child	15	2%
	Adopted children	0	0%
Parental Status	Complete (Father and Mother are still alive)	655	95%
	Single orphan	15	2%
	Both parents have passed away	3	0%
	Parents divorced	15	2%
Impact of the Flood Experienced	House submerged in flood	240	34.9%
	Temporary refuge	212	30.8%
	Damage and loss of personal belongings	240	34.9%
	School activities are disrupted	688	100%

Instruments

Data were collected using four psychological scales measuring resilience, peer support, gratitude, and self-compassion. All instruments employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to administration, all instruments underwent expert judgment to ensure clarity and suitability for adolescent participants. This instrument has undergone expert validation to ensure the clarity of the statement items for students. Variables and indicators in each research instrument. The 25-item resilience instrument was adapted from the Connor-Davidson resilience scale (Connor & Davidson, 2003), the 22-item peer support instrument was adapted from The Development and Validation of Peer Support Questionnaire (Alaei & Hosseinneshad, 2020), the 13-item Gratitude instrument was adapted from the Existential Gratitude Scale (Jans-Beken & Wong, 2019), and the 26-item self-compassion instrument was adopted from the Indonesian version of the self-compassion scale (Sugianto et al., 2020).

Table 2. Description of Research Instruments

Instrument	Variable	Factor/Indicator	Example Statement
Peer Support Questionnaire (PSQ)	Peer Support	1. Informational Support 2. Emotional Support 3. Instrumental Support 4. Validation/Feedback	1. My friends provide suggestions when I face a problem. 2. I feel comfortable talking about my feelings with my friends. 3. My friends are willing to lend me things I need. 4. My friends appreciate the opinions or decisions I make.
Existential Gratitude Scale (EGS)	Gratitude	1. Intensity 2. Frequency 3. Span 4. Density	1. I feel a deep sense of gratitude for the life I am living now. 2. Throughout the day, I often feel thankful for small things. 3. I am grateful for many different aspects of life (family, health, nature). 4. I feel indebted to many people for their kindness toward me.
Self-Compassion Scale (SCS)	Self-Compassion	1. Self-Kindness 2. Self-Judgment 3. Common Humanity 4. Isolation 5. Mindfulness 6. Over-identification	1. When I'm going through a hard time, I give myself the care I need. 2. I am intolerant and impatient towards those aspects of my personality I don't like. 3. I try to see my failings as part of the human condition. 4. When I'm feeling down, I tend to feel like most other people are probably happier than I am. 5. When something upsets me, I try to keep my emotions in balance.

Instrument	Variable	Factor/Indicator	Example Statement
Connor-Davidson Resilience Scale (CD-RISC)	Resilience	<ol style="list-style-type: none"> 1. Personal Competence 2. Trust in Instincts 3. Positive Acceptance of Chang 4. Control 5. Spiritual Influences 	<ol style="list-style-type: none"> 6. When I'm feeling down I tend to obsess and fixate on everything that's wrong. 1. I am able to handle whatever comes my way. 2. I trust my gut feelings when dealing with difficult situations. 3. I try to see the humorous side of things when I am faced with problems. 4. I feel in control of my own future. 5. Fate or God can help me when there are no other solutions.

Resilience was measured using the Connor-Davidson Resilience Scale (CD-RISC), which assesses individuals' ability to adapt and recover from adversity. The instrument consisted of 25 items rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). In this study, the scale demonstrated good internal consistency ($\alpha = .91$).

Peer support was assessed using the Peer Support Questionnaire (PSQ), consisting of items measuring emotional, informational, and social support from peers. Responses were rated using a Likert scale, with higher scores indicating stronger perceived peer support.

Gratitude was measured using the Gratitude Questionnaire-6 (GQ-6), while self-compassion was assessed using the Self-Compassion Scale-Short Form (SCS-SF). All instruments were translated and adapted into Indonesian using a back-translation procedure to ensure linguistic and cultural appropriateness.

Procedure

Data collection was conducted in several junior high schools located in flood-affected areas of Aceh Singkil Regency. Researchers first coordinated with school principals and teachers regarding the implementation schedule. Participants and their parents or guardians received explanations regarding the objectives of the study, confidentiality procedures, and voluntary participation.

After obtaining consent, questionnaires were administered collectively during school hours under researcher supervision. Participants completed the questionnaires independently within approximately 25–30 minutes. During the administration process, participants were informed that there were no right or wrong answers and that they could withdraw from the study at any time without consequences. To ensure confidentiality, participants identities were anonymized, and all collected data were used solely for research purposes.

Data Analysis

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4 software. Descriptive statistics were first calculated to summarize participant characteristics and research variables. The measurement model (outer model) was evaluated through convergent validity, discriminant validity, Average Variance Extracted (AVE), Composite Reliability (CR), and Cronbach's Alpha assessments. Indicators with factor loadings greater than 0.70 were considered valid.

The structural model (inner model) was evaluated using path coefficient analysis, coefficient of determination (R^2), and bootstrapping procedures to examine direct and indirect effects among variables. Model fit was assessed using Standardized Root Mean Square

Residual (SRMR) and Normed Fit Index (NFI). Missing data screening was conducted prior to analysis, and incomplete responses were excluded from the final dataset.

Results

This study aimed to examine the role of peer support and gratitude on the resilience of adolescent flood victims in Aceh Singkil, with self-compassion positioned as a mediating variable. Data analysis was conducted using Partial Least Squares–Structural Equation Modeling (PLS-SEM) to evaluate both the measurement model and the structural model. The evaluation process included testing convergent validity, discriminant validity, reliability, coefficient of determination (R^2), and hypothesis testing to examine the direct and indirect relationships among variables. Figure 1 presents the conceptual framework evaluation results obtained from the the PLS-SEM analysis.

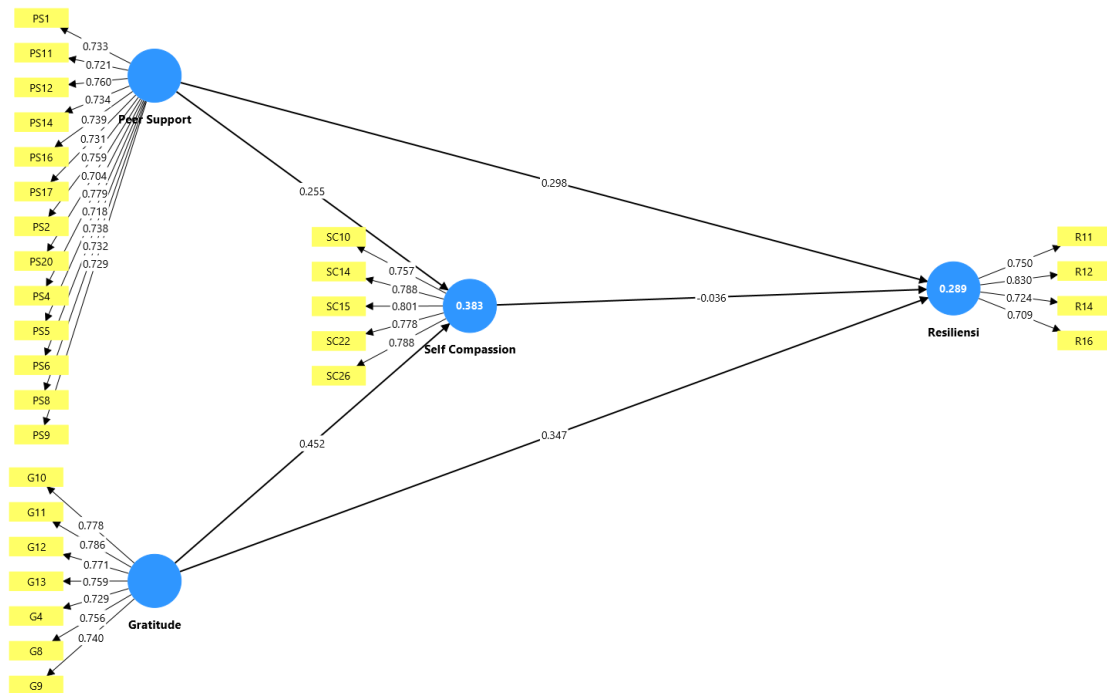


Figure 1. Conceptual Framework Evaluation Results

Convergent Validity

The outer model evaluation was conducted to assess the validity and reliability of the measurement model. Convergent validity was evaluated using loading factor and Average Variance Extracted (AVE) values, while reliability was assessed using Cronbach’s Alpha and Composite Reliability. The results of the convergent validity analysis are presented in Table 3.

Table 3. Convergent Validity Results

Variable	Indicator	Loading	AVE	Information
Gratitude	G10		0.578	Valid
	G11			Valid
	G12			Valid
	G13			Valid
	G4			Valid
	G8			Valid
	G9			Valid
Peer Support	PS1	0.733	0.543	Valid
	PS11	0.721		Valid
	PS12	0.760		Valid
	PS14	0.734		Valid
	PS16	0.739		Valid
	PS17	0.731		Valid
	PS2	0.759		Valid
	PS20	0.704		Valid
	PS4	0.779		Valid
	PS5	0.718		Valid
	PS6	0.738		Valid
	PS8	0.732		Valid
	PS9	0.729		Valid
Resilience	R11	0.750	0.570	Valid
	R12	0.830		Valid
	R14	0.724		Valid
	R16	0.709		Valid
Self-Compassion	SC10	0.757	0.612	Valid
	SC14	0.788		Valid
	SC15	0.801		Valid
	SC22	0.778		Valid
	SC26	0.788		Valid

Table 3 shows that all indicators had loading factor values above the recommended threshold of 0.70. In addition, all AVE values exceeded 0.50, indicating adequate convergent validity. These findings demonstrate that each indicator was able to appropriately measure its corresponding construct and could therefore be retained for further analysis.

Discriminant Validity

The discriminant validity test aims to assess a variable's ability to differentiate between different concepts. The Fornell-Lacker criterion is used as the testing standard, where a variable is considered to have good discriminant validity if its AVE root value is higher than its correlation with other variables (Afthanorhan et al., 2021). The results of the discriminant validity test can be seen in Table 4.

Table 4. Discriminant Validity Results (Fornell-Larcker Criterion)

	Gratitude	Peer Support	Resilience	Self-Compassion
Gratitude	0.760			
Peer Support	0.546	0.737		
Resiliensi	0.583	0.537	0.755	
Self-Compassion	0.667	0.537	0.384	0.612

The discriminant validity test was conducted using the Fornell-Larcker criterion. The results in Table 4 indicate that the square root of the AVE for each construct was greater than its correlations with other constructs. These findings confirm that all variables possessed adequate discriminant validity and were empirically distinct from one another.

Reliability Test

Table 5. Reliability Test Results

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Gratitude	0.878	0.879	0.905	0.578
Peer Support	0.930	0.931	0.939	0.543
Resiliensi	0.747	0.757	0.841	0.570
Self-Compassion	0.842	0.843	0.888	0.612

Table 5 demonstrates that all research variables achieved satisfactory reliability values. Cronbach’s Alpha and Composite Reliability values for all constructs exceeded the minimum recommended threshold of 0.70, indicating strong internal consistency among the instrument items.

Coefficient of Determination (R²)

Tabel 6. R-Square

	R-square	R-square adjusted
Resiliensi	0.289	0.286
Self-Compassion	0.383	0.381

The coefficient of determination analysis revealed that gratitude and peer support explained 38.3% of the variance in self-compassion. Meanwhile, gratitude, peer support, and self-compassion jointly explained 28.9% of the variance in resilience. These findings indicate that the proposed structural model possessed moderate explanatory power in predicting the resilience of adolescent flood victims.

Hypothesis Testing

Table 7. Hypothesis Test Results

Direct Hypothesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values	Hypothesis Results
Gratitude -> Resiliensi	0.347	0.349	0.045	7.702	0.000	Hypothesis 1 Accepted
Gratitude -> Self-Compassion	0.452	0.453	0.041	10.966	0.000	Hypothesis 2 Accepted
Peer Support -> Resiliensi	0.298	0.301	0.043	6.920	0.000	Hypothesis 3 Accepted
Peer Support -> Self-Compassion	0.255	0.255	0.039	6.566	0.000	Hypothesis 4 Accepted

Direct Hypothesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values	Hypothesis Results
Self-Compassion -> Resiliensi	-0.036	-0.038	0.047	0.762	0.446	Hypothesis 5 is rejected
Gratitude -> Self-Compassion -> Resiliensi	-0.016	-0.018	0.022	0.745	0.457	Hypothesis 6 is rejected
Peer Support -> Self-Compassion -> Resiliensi	-0.009	-0.010	0.012	0.749	0.454	Hypothesis 7 is rejected

The test results show that gratitude has a significant positive influence on resilience, so Hypothesis 1 (H1) is accepted. In addition, it was found that gratitude had a significant positive effect on self-compassion, so Hypothesis 2 (H2) was accepted. In the external support variable, peer support was proven to have a positive and significant effect on resilience, which means that Hypothesis 3 (H3) is accepted. Peer support was also found to have a significant positive influence on self-compassion, so Hypothesis 4 (H4) was accepted. However, the research results show that self-compassion does not have a significant influence on resilience in adolescent flood victims. Thus, Hypothesis 5 (H5) is rejected.

Testing the mediation role, it was found that self-compassion was not proven to act as a mediator in the relationship between gratitude and resilience, so Hypothesis 6 (H6) was rejected. Similarly, in the relationship between peer support and resilience, self-compassion did not show a significant mediating role, so Hypothesis 7 (H7) was rejected.

Table 8. Simultaneous Hypothesis Test Results

Simultaneous Hypothesis	Independent Variables	Dependent Variable	R-Square	R-Square Adjust	Category	Hypothesis Results
Peer support, gratitude and self-compassion simultaneously influence resilience	Peer Support, Gratitude, Self-Compassion	Resilience	0.289	0.286	Moderate	Accepted

Collectively, peer support, gratitude, and self-compassion were proven to simultaneously have a significant influence on the resilience of adolescent flood victims in Aceh Singkil. Thus, the Simultaneous Hypothesis (H8) is accepted, indicating that the combination of external and internal factors is an important determinant of adolescent resilience in disaster-affected areas.

Descriptive Analysis

Table 8. Descriptive Analysis of Variables

Variable	Mean (M)	Standar Deviation (SD)	Kategori
Resilience (R)	3.73	0.91	Medium-High
Peer Support (PS)	3.92	0.82	High
Self-Compassion (SC)	3.58	0.98	Moderate
Gratitude (G)	3.97	0.84	Tall

The descriptive analysis showed that resilience among adolescent flood victims was categorized as moderate-to-high. Meanwhile, peer support and gratitude were categorized as high, whereas self-compassion was categorized as moderate. These findings suggest that adolescents generally perceived strong social support and positive values despite experiencing disaster-related adversity.

Discussion

The results of this study confirm that resilience is not merely an individual internal capacity, but also the result of interactions between personal resources and the social environment. Theoretically, this finding is in line with the concept of ordinary magic which states that resilience develops through normal adaptive systems, such as social relations, environmental support, and individual psychological capacity (Masten, 2001). This finding also strengthens the ecological theory of resilience which emphasizes that an individual's ability to survive in difficult situations is influenced by access to social and psychological resources available in their environment (Ungar, 2012). Thus, the resilience of adolescent flood victims can be understood as the result of dynamic interactions between external and internal factors.

Specifically, gratitude has been shown to have a significant influence on the resilience of adolescent flood victims. These findings indicate that individuals who exhibit gratitude tend to view difficult experiences more positively, making them more adaptive in the face of psychological stress. From the broaden-and-build theory perspective, gratitude helps individuals develop positive emotions that broaden their thinking and improve their ability to cope with difficult situations (Fredrickson, 2001). Individuals with high levels of gratitude also tend to have greater optimism and hope in the face of negative experiences (Emmons & McCullough, 2003). These findings align with research by Cannon (2002) and Scott et al. (2021), which suggests that gratitude plays a protective role in building resilience. In the context of adolescent flood victims in Aceh Singkil, gratitude allows individuals to continue to see the positive side of life despite their limited environment. This condition shows that gratitude is an important psychological strength in helping adolescents maintain their post-disaster adaptation skills.

Besides gratitude, peer support has also been shown to have a significant impact on the resilience of adolescent flood victims. These findings suggest that peer support is a source of external strength that helps adolescents cope with emotional stress resulting from disasters. During adolescence, peer groups play an important role as a source of emotional validation, acceptance, and social support (Dennis, 2003). Social support from peers helps individuals reduce feelings of isolation and increases their ability to cope more adaptively with difficult situations. Previous research also shows that peer support is a key protective factor in the psychological recovery of disaster victims (Bakic & Ajdukovic, 2021). This finding aligns with research by Adhha (2024) and Gunawan and Huwae (2022), which showed that the greater the social support an individual receives from peers, the greater their level of resilience. In the Aceh Singkil context, adolescents experiencing the same disaster tend to

develop a sense of togetherness and social solidarity, which strengthens their ability to withstand post-disaster stress.

On the other hand, self-compassion was not shown to significantly influence resilience in adolescent flood victims. This finding differs from most previous studies, which show a positive association between self-compassion and resilience (Zessin et al., 2015; Li et al., 2024; Fachrial & Herdiningtyas, 2023). These differing findings indicate that the intrapersonal mechanism of self-acceptance is not yet a dominant factor in developing resilience in early adolescents. Developmentally, early adolescents are still in the stage of searching for identity and developing emotional regulation, so self-reflection and self-acceptance skills are not yet optimally developed (Piaget, 1992). Research by Bluth and Blanton (2015) also explains that self-compassion in early adolescents tends to fluctuate due to the influence of unstable emotional and social development. Thus, in the context of this research, adolescent resilience is more influenced by external factors and positive values that are more easily accessible than internal reflective mechanisms such as self-compassion.

The unique results of this study indicate that self-compassion does not play a significant role as a mediator in the relationship between gratitude and peer support and resilience. This finding suggests that the influence of gratitude and peer support on resilience operates directly without going through self-compassion mechanisms. This condition indicates that gratitude and peer social support have a stronger and more significant influence on adolescents' adaptive abilities than the intrapersonal process of self-acceptance. This finding differs from several previous studies that have positioned self-compassion as a significant mediator in the individual's psychological adaptation process (Neff, 2003; Austin et al., 2021; Durrotunnisa et al., 2022). This difference is likely influenced by the characteristics of the study respondents, who were predominantly early adolescents, who tend to rely more on external support than on self-reflection. Furthermore, the collectivist cultural context of the Aceh Singkil community also allows adolescents to rely more on social relationships and shared values to cope with post-disaster psychological stress. Thus, the psychological resilience of adolescent flood victims in this study was built more through social support and positive values than intrapersonal mechanisms.

Simultaneously, peer support, gratitude, and self-compassion were proven to have a significant influence on the resilience of adolescent flood victims in Aceh Singkil. These findings indicate that resilience is a multidimensional construct formed through the interaction of various psychological and social factors. Within Grotberg's (2003) theoretical framework, this dynamic can be understood through the interconnectedness of the "I Have," "I Am," and "I Can" factors, which place social support, personal strengths, and adaptability as the primary components of resilience formation. This research indicates that external factors in the form of peer support and internal factors in the form of gratitude have a more dominant contribution than self-compassion. This finding is also a new research finding because it shows that self-compassion is not always a significant predictor or mediator in the formation of resilience in adolescent disaster victims.

Practically, the findings of this study provide important implications for Guidance and Counseling services in disaster-prone areas. Strengthening adolescent resilience cannot rely solely on intrapersonal approaches focused on self-reflection, but should also emphasize the enhancement of social support systems and the development of positive psychological values in daily life. School counselors may facilitate peer-support programs, group counseling, and psychosocial interventions aimed at fostering gratitude, emotional connectedness, and adaptive coping strategies among adolescent disaster survivors. These approaches may help adolescents develop stronger resilience and psychological adjustment following disaster experiences.

Implications

The findings of this study indicate that strengthening adolescent resilience in disaster-prone areas cannot rely solely on intrapersonal approaches, but must also emphasize social and contextual interventions. Peer support and gratitude were found to be important protective factors that help adolescents adapt positively after experiencing flood disasters. These findings highlight the importance of developing guidance and counseling services that focus on strengthening peer relationships, social connectedness, and the development of positive psychological values within the school environment. In addition, the non-significant role of self-compassion suggests that resilience among early adolescents in collectivist societies is more strongly influenced by external social resources than by internal reflective mechanisms. Therefore, resilience-strengthening interventions for adolescent disaster survivors are highly needed within guidance and counseling services.

Limitations and future directions

This study has several limitations that should be considered. First, the study was conducted only among junior high school students in Aceh Singkil; therefore, the generalizability of the findings to adolescents from different age groups and socio-cultural backgrounds remains limited. Second, the cross-sectional research design restricts the study's ability to explain causal relationships among variables more comprehensively over time. Third, the use of self-report instruments may have introduced subjective bias and socially desirable response tendencies among participants.

Future research is recommended to involve broader and more diverse samples, including adolescents from different regions and educational levels. In addition, longitudinal and mixed-methods approaches should be developed to better understand the dynamics of post-disaster resilience development more comprehensively. Future studies may also consider other psychological and environmental variables, such as family support, spirituality, coping strategies, and emotional regulation, in order to enrich resilience models among adolescent disaster survivors.

Conclusion

This study concludes that the resilience of adolescent flood survivors is significantly influenced by peer support and gratitude as the main protective factors, while self-compassion does not play a significant role either as a predictor or as a mediator. These findings indicate that, in the context of early adolescence and strong social environments, resilience is shaped more by external factors and positive values than by intrapersonal mechanisms. Therefore, resilience enhancement efforts should focus on optimizing social support through guidance and counseling services.

Future studies are recommended to re-examine the relationship model among peer support, gratitude, self-compassion, and resilience by involving different samples in terms of age groups as well as socio-cultural characteristics.

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Author Contribution Statement

TH developed the research conceptualization, conducted the literature review, collected and analyzed the data using PLS-SEM, and prepared the initial draft of the manuscript. RH contributed to data validation, manuscript review, provided supervision and theoretical guidance, and conducted the final validation of the manuscript. All authors have read and approved the final version of the manuscript.

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