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Psychological Profile of Students in South Sulawesi: A Study of Self-Forgiveness and Coping Self-Efficacy

Akhmad Harum

Universitas Negeri Makassar, Makassar, Indonesia

akhmad.harum@unm.ac.id

Aswar

Universitas Negeri Makassar, Makassar, Indonesia

aswar.bk@unm.ac.id

Maslina

Universitas Negeri Makassar, Makassar, Indonesia

maslina@unm.ac.id

Muh. Syawal Hikmah

Universitas Negeri Malang, Malang, Indonesia

syawalhikmah46@gmail.com

Abstract

Psychological Profile of Students in South Sulawesi: A Study of Self-Forgiveness and Coping Self-Efficacy. This research aims to describe the self-forgiveness and coping self-efficacy profiles of adolescents in South Sulawesi as a basis for developing guidance services. The local context of South Sulawesi, with its culture of *siri' na pacce* (self-esteem and solidarity), *sipakatau* (mutual humanization), and *sipakainge* (mutual reminders), has the potential to influence how adolescents forgive themselves and cope with life's pressures. A descriptive quantitative approach was used with 971 students (aged 12–18), consisting of 306 boys and 665 girls. The instruments used were the Heartland Forgiveness Scale (HFS) and the Coping Self-Efficacy Scale (CSES). The results showed that the majority of students were in the moderate category for self-forgiveness (73.56%) and coping self-efficacy (69.55%). These two abilities were relatively equal between boys and girls. Gender equality in this aspect is important to ensure that the counseling program developed is inclusive and responsive to the emotional needs of all student groups. These findings indicate the need

for structured counseling programs to optimize students' self-acceptance, emotional management, and adaptive coping strategies.

Keywords: *Self-Forgiveness; Coping Self-Efficacy; Adolescents; Guidance and Counselling*

A. Introduction

Adolescents aged 12–18 years are in a transitional period from childhood to adulthood which is marked by various physical, emotional and social changes (Santrock, 2021; Hall et al., 2024). This period is full of challenges because changing roles and social expectations often trigger conflict, negative emotions, and dissatisfaction with life (Gniewosz et al., 2023; Coleman, 2022). Erikson described it as a stage of identity search, where successfully resolving the identity crisis will establish a strong self-concept, while failure can lead to role confusion and low self-esteem (Gross, 2020). To get through this phase, teenagers need to have self-awareness, social skills, stress management skills, and emotional control (Kimiaei Asadi et al., 2023). Without proper treatment, persistent negative emotions can hinder development toward adulthood and increase the risk of depression and self-judgment (Gupta & Nebhinani, 2020; Branje et al., 2021; Kökönyei et al., 2024), so that a deep understanding of the psychological conditions of adolescents becomes very important.

In South Sulawesi Province, students live in a socio-cultural context that is rich in local wisdom, such as the values of *siri' na pacce* (self-respect and solidarity), *sipakatau* (humanizing each other), and *sipakainge* (reminding each other). On the one hand, these values can be a strong social capital to support the formation of students' character (Buchori & Fakhri, 2018). This value plays a dual role in the psychological dynamics of adolescents. *Siri' na pacce* encourages the restoration of self-esteem through responsibility and solidarity, supports the process of self-forgiveness, and strengthens coping self-efficacy through social support (Anjana et al., 2025). *Sipakatau* creates a safe space for accepting mistakes without judgment, while *sipakainge*, as a social reminder, can strengthen emotional regulation. However, these values can be a source of stress, especially when

adolescents feel they have failed to uphold their honor or meet social expectations, which can hinder self-forgiveness and lower their confidence in coping with stress (Nurazizah Rahmi, 2023). Although the cultural context in South Sulawesi has great potential in shaping students' mental toughness (Ardhy, 2024), research on students' psychological profiles related to self-forgiveness and coping self-efficacy is still very limited

Rugebregt (In Napitupulu et al., 2024) found that emotional regulation is very necessary because it can affect mental processes such as controlling memory, decision making, real behavior, and provide a basis for personality development and is an important cause of individual differences, so that self-forgiveness and coping self-efficacy are needed by students who are in the adolescent stage to help them in dealing with various pressures and problems of life. According to Hasan et al., (2024) Coping self-efficacy is the key for someone to be able to manage their abilities and carry out activities such as completing tasks. Self-efficacy is considered important to pay attention to because it will influence thoughts, attitudes, feelings and motivation. Meanwhile, self-forgiveness is a form of readiness of an individual to accept themselves as they are, by releasing feelings of hatred towards themselves, cultivating compassion towards themselves, and releasing negative emotions that have the potential to cause stress, so that individuals can build more positive thought patterns and feelings (Larasati & Widyastuti, 2020).

Several studies have been conducted by previous researchers regarding Coping Self-Efficacy, such as research Kapil et al., (2024) Studies show that students with high coping self-efficacy are more confident in overcoming various challenges, have greater resilience, and are able to maintain mental health amidst various demands. Then, research Cahyani & Dewi, (2022) revealed that one of the important psychological factors in students in the adolescent age group is coping self-efficacy or self-efficacy in dealing with academic problems at school. According to Bandura, coping self-efficacy refers to an individual's belief in their ability to manage stress and solve problems they face (Acar, 2022).

Furthermore, the ability to forgive oneself, or self-forgiveness, is also very important. Thompson explains that self-forgiveness is a multidimensional process involving cognitive, affective, and behavioral changes that help adolescents release feelings of guilt, shame, and failure that often arise when facing academic and social challenges (Gordon, 2020; Snoek et al., 2021). Several research findings related to self-forgiveness show that students who have the ability to forgive themselves tend to have higher self-esteem, better social relationships, and lower stress levels (Wulandari & Megawati, 2020). In addition, research Martinčeková & Enright, (2020), found that self-forgiveness can improve mental health, reduce emotions, prevent depression, and improve social relationships.

Students who are unable to forgive themselves tend to experience obstacles in psychological growth because they are constantly trapped in extreme guilt, regret, and self-condemnation (Mustary, 2021). In fact, according to Rahmandani & Amaranggani, (2023) suggests that low self-forgiveness often makes students feel unworthy of acceptance in their environment, internalizes mistakes as a self-identity, and leads to decreased self-esteem. This situation will worsen when not balanced with good coping self-efficacy. Research from Ten Brink et al., (2021) showed that coping self-efficacy was positively related to academic adjustment, problem-solving ability, and general psychological well-being.

Based on the research results above, it is shown that self-forgiveness and coping self-efficacy play an important role as protective factors for students' mental health and psychosocial functioning. Cook et al., (2024) found that individuals who demonstrated strong self-forgiveness processes (value reorientation and esteem restoration) tended to experience significant improvements in well-being across several psychological indicators. Meanwhile, in the context of coping, belief in one's own ability to deal with stress, coping self-efficacy has been consistently shown to reduce symptoms of depression and anxiety and strengthen emotional regulation in adolescents.- (Singh & Bussey, 2015). The combination of self-forgiveness and coping self-efficacy can also create a synergistic effect: adolescents who are able to forgive themselves and believe that

they can face life's pressures effectively show stronger mental resilience than those who only have one of the two. In addition, the results of the study of the two variables above show that both variables have been studied by previous researchers, however, research that focuses on the self-forgiveness and coping self-efficacy profiles of students in the South Sulawesi region is still lacking.

Therefore, the results of the survey on students' self-forgiveness and coping self-efficacy are important as a reference for Guidance and Counseling Teachers in order to understand the level of students' self-forgiveness and coping self-efficacy. This study aims to reveal how the profile of self-forgiveness and coping self-efficacy owned by students in South Sulawesi, Thus this study can be used as literature material in compiling guidance and counseling programs to optimize the potential of students in South Sulawesi.

B. Method

This study uses a quantitative approach with a descriptive-survey design. This approach was chosen to obtain a profile description of self-forgiveness and coping self-efficacy of students at the secondary education level in South Sulawesi Province. The population was all students aged 12–18 years at the junior high and senior high/vocational high schools in South Sulawesi. The research sample consisted of 971 students, consisting of 306 male students and 665 female students, selected purposively based on (1) students aged 12–18 years as a representation of the stage of adolescent development according to psychological classification, (2) registered as active students at the junior high and senior high/vocational high school levels, and (3) schools that are administratively located in the South Sulawesi Province. School selection was carried out by considering the diversity of geographical backgrounds (districts/cities), school types (junior high/senior high/vocational high schools), and school status (public and private), so that the sample includes representation of students from various

social, economic, and cultural conditions. Samples were taken from three levels of schools in various districts/cities.

The research instrument used the Heartland Forgiveness Scale (HFS) which covers three aspects: forgiveness of self, forgiveness of others, and forgiveness of situation which has a reliability test by looking at the McDonald's value of 0.768 and Cronbach's alpha of 0.768. This shows that the Heartland Forgiveness Scale is reliable and the results of the confirmatory factor analysis test show that the validity test RMSEA value is 0.055, the CMIN/DF value shows a value of 1173.741/246 slightly exceeding the ideal limit <2.0 further by looking at the CFI value: 0.941, TLI: 0.917, GFI: 0.997 is at the expected fit value and the Heartland Forgiveness Scale is valid for use. In empirical practice, the CMIN/DF value of up to around 5.0 is still acceptable in social and psychological research, especially if supported by other strong feasibility indices. This is evident in other indices, namely the CFI (0.941), TLI (0.917), and GFI (0.997), all of which are above the minimum threshold of 0.90 for a good model fit. Thus, these results indicate that overall, the HFS construct has adequate validity for measuring its intended dimensions. However, the relatively high CMIN/DF values may indicate model imperfections, such as possible inter-item residual correlations or the inadequacy of the normal distribution assumption in the data. This indicates that although the instrument is valid for use in the context of this study, its use should be accompanied by careful interpretation, especially when applied to different populations or cultural contexts.

Furthermore Coping Self-Efficacy Scale (CSES) to measure coping self-efficacy, which consists of three aspects: problem-focused coping, stopping unpleasant emotions/thoughts, and getting support from friends and family. The results of the reliability test show the reliability test by looking at the Cronbach's alpha value of 0.894. This shows that Coping Self-Efficacy is reliable, this is because the Cronbach's alpha value (> 0.60). Confirmatory factor test analysis shows that the validity test RMSEA value is 0.045, the CMIN / DF value shows a value of

616,341 / 206 with a significance of 0.01, or < 2.0 although slightly above the ideal threshold < 2.0, then by looking at the CFI value: 0.927, TLI: 0.919, GFI: 0.989 is at the expected fit value and Coping Self-Efficacy is valid for use.

Other fit indices, namely CFI (0.927), TLI (0.919), and GFI (0.989), were all above the minimum value of 0.90, which supports the conclusion that the model has a good overall fit. These results indicate that the CSES construct is valid for measuring the dimensions of coping self-efficacy in the student population in this study. The instrument can provide fairly accurate measurement results for descriptive purposes in the research context, however, it should be noted that slightly higher CMIN/DF values may indicate the possibility of inter-item correlations that are not yet fully optimal.

C. Discussion

This research was conducted at three levels in schools in South Sulawesi. Data collection involved distributing instruments to students to assess their self-forgiveness and coping self-efficacy. A total of 971 participants were recruited, consisting of 306 male students and 665 female students.

Table 1. Students' Self-Forgiveness Frequencies for Heartland Forgiveness Scale

Score Range	Categorization	Frequency	Percent
X < 40	Low	128	13,169
40 < X < 52	Currently	715	73,560
52 < X	Tall	128	13,169
	Total	971	100

Data Source: JASP.

Self-forgiveness among students in South Sulawesi is in the moderate category (73.56%), with equal percentages in the low and high categories (13.17 each). This indicates that the majority of students have a fairly good tendency to forgive themselves, although some still have difficulties and some already have high

abilities in this aspect. According to Vismaya et al., (2024) Individuals with moderate levels of self-forgiveness tend to have stable mental health, but remain vulnerable to anxiety or mild depression if emotional support is inadequate. This finding is relevant to the situation of students in South Sulawesi, where the moderate category reflects the ability to forgive themselves, but the potential for emotional stress still requires vigilance.

Martinčeková & Enright, (2020) In a study of adolescents, moderate self-forgiveness was found to help reduce emotional distress resulting from academic failure and social conflict. In addition, longitudinal research from Allemand et al., (2023), showed that self-control during adolescence was strongly associated with dispositional forgiving in adulthood, indicating that the foundations of forgiveness behavior are often formed during school. This reinforces the importance of early development to strengthen students' self-forgiveness.

In addition, research Yang et al., (2024) revealed that increased physical activity and emotional intelligence significantly strengthened interpersonal forgiveness in adolescents, potentially increasing self-forgiveness indirectly through improved emotional well-being. Overall, these findings align with the theory of adolescent development presented by Santrock, (2021) and Hurlock, (2015), where emotional changes and social pressures make teenagers vulnerable to internal conflict.

Students with moderate levels of self-forgiveness demonstrate the ability to reflect and improve themselves, but they still need support and coaching to forgive themselves more fully. Meanwhile, low levels of self-forgiveness can increase emotional stress, procrastination, depression, and a higher risk of suicide (Jung et al., 2019). On the other hand, high levels of self-forgiveness can foster responsibility and self-compassion, contributing to mental resilience, better motivation, positive relationships, and overall well-being (Cook et al., 2024). Therefore, according to Vismaya et al., (2024) Adolescent students with low self-forgiveness require services that emphasize self-acceptance, strengthening self-

compassion, and cognitive techniques to reduce self-blame, such as cognitive disputation. Meanwhile, those with high self-forgiveness can be facilitated to optimize their potential through developing a growth mindset, increasing self-confidence, and fostering moral responsibility.

**Table 2. Students' Coping Self-Efficacy (CSES).
Frequencies for Coping Self-Efficacy (CSES)**

Score Range	Categorizat ion	Frequenc y	Percent
X < 63	Low	136	13,992
63 < X < 85	Currently	676	69,547
85 < X	Tall	159	16,358
	Total	971	100

Data Source: JASP

Then, based on the data analysis of the coping self-efficacy variable of students in South Sulawesi involving 971 respondents in total, it was found that 676 people (69.55%) were in the medium category, 159 people (16.36%) were in the high category, and 136 people (13.99%) were in the low category. This indicates that most respondents have a sufficient level of self-confidence in dealing with stressful situations or life pressures. However, there is still a small number of respondents who show a low level of coping self-efficacy, this indicates that students still feel less able to face the challenges or difficulties they experience, especially in academic problems (Peltier et al., 2022).

According to Cattelino et al., (2023), in adolescents, emotional self-efficacy and independent learning were found to be positive predictors of adaptive coping strategies, through increased subjective health and positive coping. This is in line with the findings of middle-class students in South Sulawesi who were quite capable, but still needed development to be more optimal. A longitudinal study in Hanoi, Vietnam, also found that coping self-efficacy that was one standard deviation higher at baseline could reduce the likelihood of developing thoughts of

self-harm at an eight-month follow-up by up to 42% (Tran et al., 2024). This supports the importance of coping self-efficacy in adolescents to prevent more serious psychological risks.

In addition, research by Ten Brink et al., (2021) Research in daily life shows that good sleep quality can improve coping self-efficacy, thereby improving the effectiveness of daily stress. This suggests that the dual intervention of improving sleep and increasing self-efficacy can have a significant impact on student well-being. Overall, coping self-efficacy is moderate during adolescence, a crucial transitional period (Holzer et al., 2024). With the right support (school structure, guidance counseling, support systems), students have the potential to improve their coping strategies to become more adaptive, while also strengthening their resilience to psychological stress.

Table 3. Aspects of the Heartland Forgiveness Scale

Aspect	Forgiveness of Self	Forgiveness of Others	Forgiveness of the Situation
Valid	971	971	971
Mean	14,181	15,445	15,902
Standard Deviation	2,645	2,755	2,586
Minimum	6,000	7,000	6,000
Maximum	21,000	24,000	24,000

Data Source: JASP

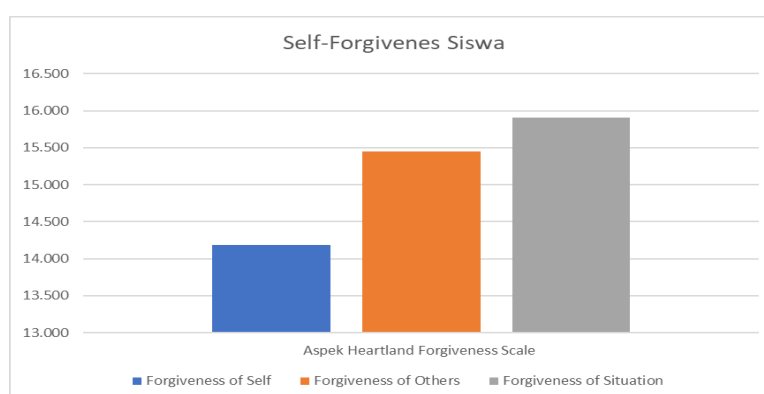


Figure 1. Graph of Students' Self-Forgiveness Aspects

Based on the table and graphic above, when viewed from the three aspects of the heartland forgiveness scale, namely forgiveness of self (14.181), forgiveness of others (15.445) and forgiveness of situation (15.902), these three aspects are all in the moderate category. According to Thompson & Snyder, (2019) These three aspects of forgiveness describe an individual's ability to let go of negative emotions toward themselves, others, or specific conditions or events. The average score, which is in the moderate category, indicates that students have a sufficient tendency to manage negative emotions and have begun to develop an understanding that mistakes are a part of life, although their ability to achieve full acceptance is not yet optimal.

These findings are influenced by South Sulawesi culture, which upholds local wisdom values. Sabir et al., (2025) found that several local wisdom values still held by the people of South Sulawesi, namely the value of siri' na pacce (self-esteem and emotional solidarity), can encourage students to maintain dignity and often feel ashamed when they fail. However, the pacce aspect also emphasizes empathy and mutual support, which helps grow acceptance and the ability to forgive themselves. The principle of sipakatau (humanizing each other) also teaches students to continue to respect and forgive themselves. This affects various aspects, namely forgiveness of self, forgiveness of others, and forgiveness of situations so that South Sulawesi students are in the medium category because they are influenced by the culture that has been ingrained in the individual, although there are still students in the low category, which proves the need for further intervention in increasing self-forgiveness.

The results of this study differ from the results obtained by Toussaint et al., (2015) who found that in adolescents, forgiveness of others scored highest, while forgiveness of self tended to be lowest. In this context, individuals find it easier to forgive others than to forgive themselves. This may be influenced by social norms that encourage tolerance of others but do not allow enough room for acceptance of personal mistakes. This finding also differs from the results obtained by Girgin Büyükbayraktar et al., (2025) This study showed that forgiveness of situations

scored the highest because students tended to normalize the unpleasant events they faced as part of their life experiences. This contrasts with the results of this study, which showed that forgiveness of situations scored only slightly higher than the other two aspects, and both remained in the moderate category.

However, the results obtained in this study are in line with the findings of Akhtar & Barlow, (2018) who found that self-forgiveness is often the most complex aspect for adolescents to achieve, primarily due to emotional and identity development. During this phase, adolescents are more sensitive to their mistakes and tend to be harsher in their self-judgment.

Table 4. Aspects Coping Self-Efficacy

	Problem-focused Coping (PFC)	Stopping Unpleasant Emotions/Thoughts (SUET)	Getting Support from Friends and Family (GSFF)
Valid	971	971	971
Mean	36,186	27,141	10,511
Standard Deviation	5,555	4,930	2,523
Minimum	12,000	9,000	4,000
Maximum	48,000	36,000	16,000

Data Source: JASP

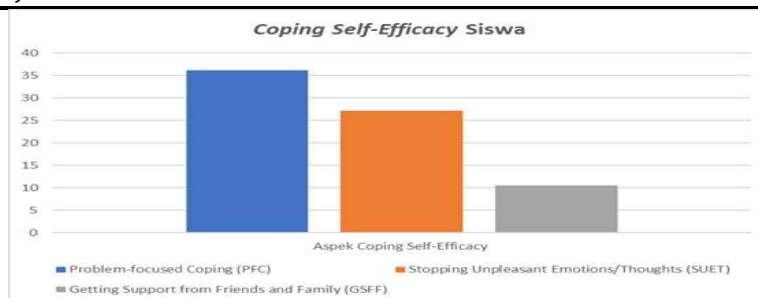


Figure 2. Graph of Students' Coping Self-Efficacy Aspects

The results of the study show that the Problem-Focused Coping (PFC) aspect has a mean score of 36.186 in the moderate category, which indicates that most students tend to rely on problem-solving as the main strategy in dealing with stress. Adolescents in South Sulawesi prioritize a direct approach in solving problems, which is in line with local wisdom values such as *siri' na pace*,

emphasizing self-esteem, responsibility, and resilience in facing life's problems independently and with dignity (Hisbul et al., 2024).

Meanwhile, the Stopping Unpleasant Emotions/Thoughts (SUET) aspect had a mean of 27.14 in the moderate category, and Getting Support from Friends and Family (GSFF) had the lowest mean of 10.51 in the moderate category. These findings indicate that although the collective culture in South Sulawesi teaches values such as sipakatau (humanizing each other) and sipakainge (reminding each other), in practice students tend not to optimally utilize social support from their surroundings in their coping process. This could be caused by social norms that demand personal steadfastness or resilience, so that adolescents are reluctant to show vulnerability or ask for help (Rahmawaty & Eli, 2023).

Study Handayani et al., (2024) showed that adolescents tend to use problem-focused coping more frequently in academic contexts because this strategy gives them a greater sense of control over stressful situations. Social support is generally only used in very challenging situations or when problems cannot be resolved alone. This finding is supported by Young et al., (2019), which shows that students with high coping efficacy tend to deal with stress rationally and proactively. Low use of social support is also associated with cultural factors and social norms that emphasize independence and a reluctance to burden others.

Mamat & Anderson, (2023) emphasized that the ability to stop negative thoughts (SUET) is crucial for preventing emotional disorders such as anxiety and depression. With SUET scores in the moderate category, students still need to strengthen their emotion regulation skills to support overall mental health. In general, although students demonstrated adaptive tendencies in direct problem solving (PFC), there were still deficiencies in the aspects of emotion management (SUET) and social support (GSFF) that require attention. Coping skills training-based interventions, which include increasing emotional awareness, interpersonal communication, and stress management, are recommended as a strategic approach to improving overall coping efficacy (Morales Rodríguez, 2024).

Furthermore, it states that the ability to stop negative thoughts (SUET) is crucial in preventing the development of emotional disorders such as anxiety or depression. With SUET scores in the moderate category, this indicates that students still need to strengthen their emotional regulation skills to support their overall mental health. Overall, these data indicate that although students have developed adaptive tendencies in solving problems directly (PFC), there are still gaps in the aspects of emotional management (SUET) and social support (GSFF) that require further attention. Coping skills training-based interventions that include increasing emotional awareness, interpersonal communication, and stress management can be a strategic approach to improving overall coping efficacy.

Table 5. Frequency of Gender Self-Forgiveness Student

Gender	Category	Frequenc y	Percent
Man	Low	36	11,765
	Curren tly	224	73,203
	Tall	46	15,033
	Total	306	100,00 0
Woman	Low	92	13,835
	Curren tly	491	73,835
	Tall	82	12,331
	Total	665	100,00 0

Data Source: JASP

Based on the analysis of the Heartland Forgiveness Scale, of the 306 male students, the majority (73.2%) were in the medium category, 11.8% in the low category, and 15% in the high category. A similar pattern was seen in the 665 female students, with 73.8% in the medium category, 13.8% in the low category, and 12.3% in the high category. These findings indicate that there are no significant differences between males and females in the level of self-forgiveness. In general, students of both genders have a similar ability to let go of anger, guilt, or regret towards themselves.

This finding is in line with research Kuzubova et al., (2021), which showed that, despite statistically small variations, adolescents' levels of self-forgiveness were generally relatively equal across genders. Both boys and girls were able to develop self-forgiveness through reflection and emotional awareness. This finding was further supported by studies Barcaccia et al., (2019) of 773 adolescents (69% female), which showed that the model of the relationship between forgivingness, anger management, and depression applies similarly to both males and females.

In addition, the self-forgiveness variable includes various aspects, as explained above. The frequency of the self-forgiveness aspect is also discussed.

Table 6. Gender Frequency of Students' Forgiveness of Self Aspect

Gender	Category	Frequency	Percent
Man	Low	36	11,765
	Currentl y	224	73,203
	Tall	46	15,033
	Total	306	100,000
Woman	Low	92	13,835
	Currentl y	491	73,835
	Tall	82	12,331
	Total	665	100,000

Data Source: JASP

Regarding the aspect of self-forgiveness based on gender, it was found that male and female students showed nearly identical distribution patterns. A total of 73.2% of male students and 73.8% of female students fell into the middle category, with a relatively equal proportion of low and high categories. This indicates that both students have similar levels of self-acceptance and forgiveness, with a predominance in the middle category. This finding aligns with research. Kaleta & Mróz, (2022) which states that male and female adolescents have the same potential in regulating negative emotions and forgiving themselves for past mistakes.

Table 7. Gender Frequency of Forgiveness of Other Students Aspects

Gender	Category	Frequency	Percent
Man	Low	36	11,765
	Currently	224	73,203
	Tall	46	15,033
	Total	306	100,000
Woman	Low	92	13,835
	Currently	491	73,835
	Tall	82	12,331
	Total	665	100,000

Data Source: JASP

Based on the table above, the majority of students, both male and female, fall into the moderate category in terms of forgiveness of others. This indicates that the majority of students have a sufficient level of forgiving ability. However, there are still students with low abilities in this aspect, who require more attention so they can develop a better attitude of forgiveness in social interactions and conflict resolution. This finding aligns with research. Oral, (2017) which shows that most students are at a moderate level (68.3%), and increasing the ability to forgive can support their psychological well-being.

Table 8. Frequency of Gender Aspects Forgiveness of Situation

Gender	Category	Frequency	Percent
Man	Low	23	7,516
	Currently	241	78,758
	Tall	42	13,725
	Total	306	100,000
Woman	Low	68	10,226
	Currently	509	76,541
	Tall	88	13,233
	Total	665	100,000

Data Source: JASP

Based on the table above, the research results show that the majority of students, both male and female, fall into the moderate category in terms of forgiveness of situations. This indicates that students are generally quite capable of accepting or forgiving the difficult situations they experience. This finding aligns with research. Hong et al., (2020) This study states that students generally have a moderate ability to forgive difficult situations in the school environment. However, there are still students in the low category, so strengthening efforts are needed to better adapt and make peace with unexpected situations.

Table 9. Frequency of Students' Gender Coping Self-Efficacy

Gender	Category	Frequency	Percent
Man	Low	43	14,052
	Currently	214	69,935
	Tall	49	16,013
	Total	306	100,000
Woman	Low	93	13,985
	Currently	462	69,474
	Tall	110	16,541
	Total	665	100,000

Data Source: JASP

Based on the analysis, the majority of students, both male and female, fell into the moderate coping self-efficacy category. This indicates that they generally possess sufficient self-confidence in dealing with pressure, solving problems, and managing responses to demanding situations. The dominance of the moderate category reflects adaptive abilities that are beginning to develop, although not yet optimal. Meanwhile, the presence of students in the low category indicates the need to strengthen their coping skills and self-confidence in dealing with academic and social stress. This finding aligns with research. Singh & Bussey, (2015) which states that adolescents' coping self-efficacy is more influenced by experience, social support, and emotional regulation, rather than by gender differences. This means that both boys and girls have equal potential to develop coping skills as long as they have access to adequate emotional and social resources.

Furthermore, the coping self-efficacy variable contains various aspects. The frequency of the coping self-efficacy aspects includes problem-focused coping (PFC), stopping unpleasant emotions/thoughts (SUET), and *getting support from friends and family* (GSFF).

Table 10. Frequency of Gender Aspects PFC (Problem-Focused Coping),

Gender	Category	Frequency	Percent
Man	Low	39	12,745
	Currentl y	218	71,242
	Tall	49	16,013
	Total	306	100,000
Woman	Low	65	9,774
	Currentl y	492	73,985
	Tall	108	16,241
	Total	665	100,000

Data Source: JASP

Based on Table 10, the majority of students, both male and female, are in the moderate category in Problem-Focused Coping (PFC). This indicates that most students are quite capable of using coping strategies that focus on problem-solving, with a small proportion of high category students and fewer low category students. This finding is supported by Pascual et al., (2016), who found that students of both genders generally fell into the middle category of PFC, although the strategies chosen could differ. Foster et al., (2023) also stated that adolescents are more likely to choose PFC when they feel they have control over the situation. Therefore, the dominance of this moderate category reflects students' perceptions that they have sufficient control over academic and social pressures.

Table 11. Gender Frequency of Stopping Unpleasant Emotions/Thoughts (SUET) Aspects

Gender	Category	Frequency	Percent
Man	Low	41	13,399

Gender	Category	Frequency	Percent
Woman	Currently	201	65,686
	Tall	64	20,915
	Total	306	100,000
	Low	92	13,835
	Currently	437	65,714
	Tall	136	20,451
	Total	665	100,000

Data Source: JASP

Based on Table 11, the majority of students, both boys and girls, fall into the moderate category in the Stopping Unpleasant Emotions/Thoughts (SUET) aspect. This indicates that students are generally quite capable of controlling negative emotions and thoughts such as fear, anxiety, anger, or destructive thoughts. Although not yet in the high category, this proportion reflects that most students have acquired basic skills in managing negative emotions, which is crucial in the adolescent phase, which is vulnerable to emotional stress.

This finding is in line with research Luga & David, (2024) This study shows that although adolescents use various emotion regulation strategies, most still have moderate levels of control over negative emotions such as academic stress. This suggests that basic emotional management skills are related to academic well-being. Schweizer et al., (2020) also found that skills like SUET had a significant impact on daily emotional stability, supporting that students in the moderate category are starting to have a strong foundation for reducing depressive symptoms.

Table 12. Gender Frequency of Aspects of Getting Support From Friends and Family (GSFF)

Gender	Category	Frequency	Percent
Man	Low	41	13,399
	Currently	201	65,686
	Tall	64	20,915

Gender	Category	Frequency	Percent
	Total	306	100,000
Woman	Low	92	13,835
	Currently	437	65,714
	Tall	136	20,451
	Total	665	100,000

Data Source: JASP

Based on the table regarding gender frequency in the Getting Support From Friends and Family (GSFF) aspect, the majority of students, both boys and girls, fall into the moderate category. This indicates that most students are quite capable of utilizing support from friends and family to cope with stress. However, there are still students who fall into the low category, requiring more attention in developing skills in seeking and utilizing social support. Overall, these findings confirm that social support is a fairly reliable coping resource for students.

Study Dianti & Handayani, (2025) showed that female students were more likely to use social support as a coping strategy than male students. They were more open in expressing emotions and actively sought help from friends or family. In contrast, male students preferred independent coping strategies, although they still felt the benefits of social support when available. Peer and family support have also been shown to be strong predictors of adolescent mental well-being, particularly in dealing with academic stress and social problems. Adolescents who feel emotionally supported tend to have higher levels of resilience and coping self-efficacy (Sagone et al., 2020).

D. Conclusion

Based on the data analysis, the level of self-forgiveness of students in South Sulawesi is in the moderate category. This indicates that most students are quite capable of forgiving themselves for mistakes or failures, although some still have difficulty accepting themselves and letting go of negative emotions such as guilt and regret. This moderate level reflects the potential for self-reflection and

emotional awareness, but it has not yet fully developed into constructive self-acceptance. Similarly, the students' level of coping self-efficacy is also classified as moderate, meaning they are quite confident in facing pressure, solving problems, and managing stress, especially in academic settings. However, this ability is not optimal, so there is still a need for strengthening in managing negative emotions and utilizing social support as an effective coping strategy. In terms of gender differences, no significant differences were found between male and female students in the level of self-forgiveness. Both generally fall in the moderate category in the aspects of forgiveness of self, forgiveness of others, and forgiveness of situations. This indicates that the ability to forgive oneself and others is relatively uniform between the two sexes, so gender is not a major differentiating factor in the development of self-forgiveness. Thus, guidance and counseling programs can be designed universally without the need for gender-based differentiation.

Similarly, in terms of coping self-efficacy, there were no significant differences between male and female students. Both were predominantly in the moderate category across all aspects, such as problem-focused coping (PFC), stopping unpleasant emotions/thoughts (SUET), and getting support from friends and family (GSFF). This indicates that both genders have sufficient capacity to cope with stress and manage responses to stressful situations, although coping strategies may vary individually. Based on these findings, researchers recommend that ABKIN provide training to all guidance and counseling teachers to design comprehensive guidance and counseling programs. Furthermore, schools need to provide more structured and intensive counseling services, especially for students with low levels of self-forgiveness and coping self-efficacy.

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