

Self-Injury Behavior Among Students of Uin Suska Riau

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Abstract. This study aims to analyze self-harm behaviors among college students and to identify its prevalence rate. The study used a quantitative descriptive method with a total of 30 items as a research instrument, which consisted of favorable and unfavorable statements related to self-harm behavior. Data were collected through questionnaires and analyzed using descriptive statistical techniques, including the categorization of scores into five levels: very low, low, medium, high, and very high. The results showed that the majority of students as many as 15 participants (50%) were categorized as having low self-harm behavior, followed by 11 participants (36.6%) in the very low category, 2 participants (6.6%) in the medium category, and 1 participant (3.3%) each in the high and very high categories. These findings suggest that self-harm behaviors among students are generally at low levels. The conclusions suggest that preventive measures and early intervention are important to maintain students' mental well-being and to minimize the risk of self-harming behavior.

Keywords: self-harm behavior; students; mental health; descriptive analysis



INTRODUCTION

College is often seen as an important phase in a person's life journey, where students are expected to develop their potential, expand their horizons, and prepare for the future (Maghfirah 2024). Under ideal conditions, students are able to face academic and social challenges with healthy coping strategies, as well as build positive interpersonal relationships. Erikson's view of psychosocial developmental theory emphasizes that at this stage the individual is in search of identity, so success in managing emotions will have a major impact on mental health and academic achievement.

However, the reality in the field shows that not all students manage to undergo this phase in a healthy manner. Academic pressure, social relationship problems, family demands, and uncertainty about the future often cause stress and psychological burden. Studies have reported that one form of maladaptive behavior that emerges in response to such pressure is *injuring oneself* or self-harm with no intention of ending life. This behavior includes actions such as scratching the skin, hitting yourself, and even burning certain parts of the body (Rina, Nauli, and Indriati 2021).

Globally, the phenomenon *injuring oneself* has become an increasingly concerning issue. The World Health Organization notes that about 17% of adolescents and young adults in the world have *injuring oneself*, with a higher prevalence in women. This condition raises concerns because in addition to having an impact on physical health, self-harm behavior is also closely related to the risk of more severe mental disorders in the future. At the national level, Basic Health Research (Maghfirah 2024). It has not yet detailed the prevalence *injuring oneself*, but data on the increase in mental disorders in adolescents and college students is an indication that this phenomenon is also occurring in Indonesia.

In the psychological literature, *injuring oneself* It is defined as intentional self-harm behavior without suicidal intent. Hidayati, Fanani, and Mulyani (2021) explained that this behavior is often done as an effort to reduce emotional tension or vent psychological pain. SIREGAR (2025) adding that *injuring oneself* It can also be a form of non-verbal communication when an individual feels incapable of expressing their emotions in a healthy way. Thus, this behavior is not only a physical problem, but also rooted in complex psychological and social problems.

There is still a research gap, especially in the context of Islamic education-based campuses. The religious environment should be a protective factor for students, because

religious values are believed to be able to strengthen mental endurance and prevent deviant behavior (Saputra et al. 2022). However, so far there have not been many studies that have examined the phenomenon *injuring oneself* in Islamic universities, especially at UIN Suska Riau. This raises the question of whether the religious background of students is effective enough to suppress this behavior, or whether there are other factors that are more dominant influencing it.

The urgency of this research is getting stronger considering the impact of *injuring oneself* broad, not only to the individual but also to the social and academic environment. Students who are caught in this behavior have the potential to experience a decrease in learning achievement, withdraw from society, and even experience negative stigma from the people around them (Insani and Savira 2023). If left untreated, self-harm behaviors can be a gateway to more serious mental disorders, including suicide risk. Therefore, understanding behavior *injuring oneself* among UIN Suska Riau students is an important step in prevention and early intervention efforts.

Based on this background, this study aims to describe *self-injury* behavior among UIN Suska Riau students. The focus of the research is directed to identify the extent to which this phenomenon occurs, the factors that may affect it, as well as provide an empirical picture that can be the basis for the development of psychological assistance programs in the campus environment. Thus, this research is expected to make a new contribution to the literature on *self-injury* in Indonesia while strengthening promotive and preventive efforts in maintaining students' mental health

METHODOLOGY

This study uses a quantitative approach with a descriptive design. This approach was chosen because the main purpose of the research is to describe the phenomenon of *self-injury* behavior that occurs in students without intervention or manipulation of variables. The descriptive design allows researchers to obtain a clear picture of the level, form, and tendency of *self-injury* behavior among UIN Suska Riau students.

The population in this study is all students of UIN Suska Riau. From this population, the sample was determined by *purposive sampling technique*, namely students who were willing to become respondents and met the research criteria. The number of samples was adjusted to the needs of the instrument analysis and the adequacy of the data to describe the phenomenon representatively. By involving students from various faculties, the results

of the research are expected to reflect a more comprehensive condition.

The research instrument is in the form of a *self-injury* questionnaire which is compiled based on indicators of self-injury behavior according to clinical psychology theory. This instrument was first tested for validity and reliability using *Corrected Item-Total Correlation* and Cronbach's Alpha analysis through the SPSS program. The collected data was then analyzed using descriptive statistical techniques, including the distribution of frequency, percentage, and categorization of *self-injury levels*. This analysis was chosen to provide a clearer picture of the phenomenon that occurred, as well as to be the basis for the discussion of research results.

RESULT AND DISCUSSION

Research on self-injury behavior in UIN Suska Riau students was carried out using instruments that have been tested for validity. This instrument consists of 30 statements with a maximum score of 150 and a minimum score of 30. The data obtained was then processed to see the distribution of respondents into categories of self-injury behavior. This category is divided into five levels, namely very low, low, medium, high, and very high. The results of data processing result in a distribution that varies in each category. The full distribution can be seen in Table 1.

Table 1. Distribution of Self-Injury Behavior Categories for UIN Suska Riau Students

Group	Score Interval	Sum	Percentage
Very High	130–154	1	3,33%
Tall	105–129	1	3,33%
Keep	80–104	2	6,66%
Low	55–79	15	50%
Very Low	30–54	11	36,60%

Based on the table, it can be seen that most students are in the low category. A total of 15 respondents or 50% of the total sample fell into this category. This shows that half of the study respondents have a tendency to self-harm behavior that is still at a low level. The low category describes the tendency to self-harm, but it is not too frequent or not dominant. This situation gives a general idea that self-injury behavior does exist, but the intensity is not high (Ramadan and Uyun 2024). Thus, the majority of students still have self-control over the urge to self-harm.

In addition to the low category, the next highest number of respondents is in the very low category. A total of 11 people or 36.6% of respondents were included in this group.

The very low category indicates that the self-injury behavior is almost not carried out by the student in question. This condition can be interpreted as that students in this category are able to control the emotions and pressures experienced without having to hurt themselves. These findings indicate the existence of protective factors, both from the personal and environmental aspects (Zakaria and Theresa 2020). These results also reinforce that most students are at a relatively safe level of self-injury behavior.

The medium category is only occupied by a small number of students. The number of only two respondents with a percentage of 6.66%. This illustrates that there are students who are starting to show a tendency to self-harm at the intermediate level. In this category, self-injuring behavior may have been done with a certain frequency, although not as often as in the high group. Although the number is small, the existence of respondents in this category is still important to note. This is because this group has the potential to increase to a higher category if there is no intervention.

The high category was found in only one respondent. This amount represents 3.33% of the overall sample. Students who are in the high category show self-injury behavior that is quite frequent or has a clearer intensity. This category has already entered at a level that requires serious attention. Although the number is small, the existence of one person in the high category remains significant to record. This indicates that among students there are individuals who are prone to self-harm behavior problems.

The very high category is also only occupied by one respondent. Similar to the high category, this number is equivalent to 3.33% of the total respondents. The very high category means that the student commits self-injury behavior in a considerable intensity. Respondents who fall into this category show serious psychological conditions. Although the number is not dominant, this condition cannot be ignored. In fact, this shows that there is quite extreme variation among students in terms of self-injury behavior (Saputra et al. 2022).

The distribution shows that the majority of students are in the low and very low categories. Combined, these two categories account for 86.6% of the total respondents. This figure is very dominant compared to other categories. These results provide an idea that self-injury behavior among UIN Suska Riau students tends to be rare. Most college students are able to channel emotional stress in other ways. However, there are still a small number of students who show more serious symptoms.

This distribution of results also shows that there is a gap between the majority and the

minority. A small number of students are in the medium to very high category with a total of 13.3%. This small group has different levels of vulnerability compared to the majority of college students. Although there are not many of them, the existence of these groups indicates a need for more specific attention. This is because self-injury behavior has the potential to develop if left untreated. Therefore, it is important to note the existence of this group as part of the results of the study.

The results of this study confirm that the phenomenon of self-injury does indeed occur among students. Although the majority are in the low category, there are still students who experience serious problems. Thus, the results of this study show that there is a fairly clear variation in self-injury behavior. This variation reflects that students have different psychological experiences. Each category that appears in the distribution provides a separate picture of the condition of students. These results could be the basis for further research into the causative factors.

The data obtained also showed that there was a fairly wide variation in scores between respondents. The highest score is in the very high category, while the lowest score is in the very low category. This variation suggests that although most students are in good shape, there are still significant individual differences. This is in accordance with the nature of quantitative research which indeed aims to capture variations in populations. By looking at the distribution of scores, researchers can understand how the phenomenon of self-injury is distributed among students. This difference in score also shows the heterogeneity of students' psychological conditions.

The results of this study not only describe the distribution, but also confirm the dominant proportion. The proportion of students with low and very low self-injury behavior shows a positive tendency. However, a smaller proportion in the medium to very high category remains important. This is because self-injury behavior, even though it is small, has a great psychological impact. Thus, this study was able to show a general pattern while identifying vulnerable groups. These results are expected to provide an information basis for further research.

This study shows that self-injury behavior does exist in UIN Suska Riau students. The majority of students are in the low and very low categories, while a small percentage are in the medium, high, and very high categories. These findings show that although the phenomenon is not massive, there are still significant cases. The existence of groups with high and very high categories is an important note. These results also show a fairly clear

variation in the distribution of self-injury behavior. Thus, this study succeeded in describing the actual condition of students related to self-injury behavior.

This study shows that the majority of students are in the low to very low category of self-injury behavior. These results show that most students are not inclined to self-harm as a form of handling psychological problems. These findings are in line with research by Ramadhani et al. (2024) who found that religiosity and social support factors in students in Indonesia have a big role in suppressing self-injury behavior. This similarity can be explained because UIN Suska Riau students are in a religious-based educational environment, so religious values have an influence in preventing self-injuring behavior. The spirituality factor is one of the protective fortresses that is quite strong for students.

Although most of the students were in the low category, the study also found that there was one respondent in the very high category. This suggests that despite the low prevalence, cases of self-injury persist and require serious attention. Previous research by Tarigan and Apsari (2021) explains that self-injury often appears in individuals with severe emotional distress, despite the supportive surrounding environment. This small difference suggests that individual factors, such as psychological vulnerability and a history of trauma, can trigger self-injury even though the majority of students do not experience it. This means that this small case must still be considered because it has a serious impact on the welfare of students. This fact confirms that the study not only looks at the majority, but also underscores vulnerable minority groups.

Furthermore, this research is in accordance with research by Epivania and Soetjningsih (2023) who found that students with religious community ties were less likely to exhibit self-injury behavior. A campus environment that emphasizes spirituality also strengthens students' resilience to psychological pressure. This similarity suggests that religious context plays a significant protective factor. Previous research and current findings both confirm that religious support is not only formal, but also practical in students' daily lives. This enriches the understanding that religiosity is one of the important aspects of self-injury prevention. Thus, the factor of religious values needs to be maintained in the higher education system.

However, the results of this study are different from the research (Salam 2022) who found a moderate level of self-injury in some public university students in Java. This difference could be due to the characteristics of respondents who are more diverse in public universities compared to religious colleges. Factors of differences in social

environment can affect how students manage stress and negative emotions. The public university environment may not provide the reinforcement of religious values that can prevent self-injury behavior. This proves that the educational environment has a significant influence on the level of self-injury behavior. Thus, despite the differences, the two studies are still complementary in expanding the understanding of the context of self-injury behavior in Indonesia.

The social support factor also emerged as an important explanation in the study's findings. UIN Suska Riau students, most of whom live in religious communities, receive support from friends, lecturers, and campus organizations. Tarigan and Apsari (2021) affirms that strong social support has been shown to lower the risk of self-injury and depression. These findings are consistent with current research data which shows that the majority of students are in the low category. The role of peers as listeners, as well as a supportive academic environment, can be an important bulwark in preventing self-injury. This shows a direct link between students' social conditions and their mental health.

In addition, this research can also be associated with the theory of emotion regulation. Gross (1998) mentioned that individuals with good emotion regulation skills are less likely to engage in self-destructive behaviors (Purnamasari 2024). UIN Suska Riau students seem to have better ability to manage emotions, so the majority are in the low category of self-injury. This can be supported by local religious and cultural learning that emphasizes patience and constructive problem-solving. Thus, the theory of emotion regulation can explain the findings of this study. An emphasis on emotion regulation can be a long-term prevention strategy for college students.

The findings of this study also have similarities with studies by Qomah, Handayani, and Rahmanawati (2025) in China which shows a low rate of self-injury among students with a strong background of traditional values. This similarity shows that cultural values and social norms have a great influence on student behavior. An environment that instills the values of collectivity, respect for parents, and social responsibility has been proven to suppress self-injury. This is similar to UIN Suska Riau students who are in religious and collectivist culture. Thus, this study strengthens the argument that culture and social values are closely related to students' mental health behaviors. This similarity also opens up opportunities for broader cross-cultural research.

On the other hand, this study remains limited because the low prevalence may also be due to self-reporting bias. Respondents often hide their self-injury experiences due to

shame or stigma (Mujib and Sajaroh n.d.). This allows the actual number to be higher than what was revealed through the questionnaire. This distinction emphasizes the importance of using mixed methods, such as in-depth interviews, to complement quantitative data. However, the results of this study still have value because they succeed in describing the general trend of behavior of UIN Suska Riau students. These limitations need to be noted as a methodological note for further research.

By comparing various previous studies, it can be concluded that self-injury behavior among UIN Suska Riau students is relatively low compared to other studies at the national and international levels. Similarities with some studies show the influence of religiosity, social support, and cultural values as the main protective factors. However, differences with other studies confirm that individual factors, stigma, and research methodology also influence the results. These findings provide an important picture that local context greatly influences the prevalence of self-injury. Therefore, further research is expected to expand the scope of respondents with more diverse methods. Thus, the understanding of self-injury among students will become more comprehensive.

CONCLUSION

This study shows that *self-injury* behavior in students is in the low to very low category, with the largest proportion in the low (50%) and very low (36.6%) categories. Only a small percentage of students showed *self-injury* behavior in the moderate (6.6%), high (3.3%), and very high (3.3%) categories. These findings confirm that although *self-injury* behaviors are found among college students, most respondents do not use them as the primary strategy in dealing with psychological distress.

The implication of the results of this study is the importance of the campus and educators paying attention to the mental health condition of students, even though the prevalence of *self-injury* behavior is relatively low. Prevention and mental health promotion efforts are still needed to prevent a possible increase in cases in the future. In addition, these findings can be the basis for counselors, lecturers, and related institutions in developing more targeted intervention programs to strengthen students' psychological resilience.

Based on the results of the research, it is recommended that students be given wider access to counseling services and psychological assistance in the campus environment. The campus can also hold seminars, trainings, or activities that focus on stress management,

emotion regulation, and the development of adaptive coping skills. In addition, further research can expand the scope of respondents and use a qualitative approach to delve deeper into the factors that influence the emergence of *self-injury* behavior among students.

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