Self-Compassion And Academic Resilience Among First-Year College Students

Jihan Salsabila Ramdhanyanti[1], Wanadya Ayu Krishna Dewi[2*]

{093200105@uii.ac.id[*]}

[1,2]Faculty of Psychology and Socio-Cultural Sciences, Universitas Islam Indonesia, Indonesia

Abstract. There are many challenges during the first year of college among students therefore they need the ability to survive or resilience. The factors that influence the level of student resilience is self compassion. This research was aimed to determine the relationship between self compassion and academic resilience in first-year college students in Yogyakarta. The participants were 200 first-year students in university. This research used a quantitative method with purposive sampling technique. The research used is quantitative research involving 200 participants in Indonesia which the data collecting used Self Compassion Scale (SCS), for measuring self compassion and Academic Resilience Scale (ARS) measuring academic resilience. Processing data used Pearson Product Moment correlation analysis technique with SPSS 23. The finding shows there is significant positive correlation between self compassion and academic resilience in first-year students in university ($p=0.000$, $r=0.547$), which indicates that there is a significant relationship between self-compassion and academic resilience. The higher the level of academic resilience they have will also increase. Conversely, the lower the level of self-compassion possessed by students who are taking their first year of lectures, the lower their level of academic resilience.

Keywords: First-year Student, college student, Academic Resilience, Self Compassion, Covid-19.

1 Introduction

During the pandemic, many people were significantly affected by the almost overnight change. This pandemic affected college students as well, especially first-year students. The vast and fast-paced changes must be met with adaptation. Studying resilience among college students is of great importance for several reasons. Resilience refers to an individual's ability to bounce back from adversity, adapt to challenges, and maintain mental and emotional well-being in the face of stressors or setbacks. When applied to the college student population, the study of resilience becomes particularly relevant for several key reasons. The study of resilience among college students is essential for promoting their mental well-being, academic success, and personal growth. It offers insights into how to better support students and create a more positive and inclusive campus environment. Furthermore, resilience research can have a lasting impact on individuals beyond their college years, helping them navigate life's challenges more effectively.

Since March 9, 2020, the World Health Organization (WHO) has officially declared the Coronavirus, or COVID-19, a global pandemic. On March 2, 2020, Indonesia's Ministry of Health officially announced the first COVID-19 case in Indonesia. As reported by the World Health Organization (WHO), 1,430,458 cases have been confirmed with a death rate of 38,573 in Indonesia from March 2, 2020, to March 16, 2021. Looking at the graph of the spread of the COVID-19 virus, which is not stable, the government then begins to set several policies to break the chain of distribution that continues to increase. In this regard, based on the circular letter of the Ministry of Education and Culture (Kemendikbud) Number 15 of 2020, the government has finally officially decided that teaching and learning activities have become online at home as one of the emergency measures to break the spread of the COVID-19 virus chain since March 16, 2020, and will continue until the first semester of the 2021–2022 academic year.

This is certainly a challenge for new students as they transition from high school to college. Fedlt (Rahayu & Arianti, 2020) stated that the period considered the most challenging for students is the first year of their studies. They also revealed that in the first year of lectures, students will encounter various new situations, such as learning methods and lecture systems that are different than when they were in high school, lecture material that is considered to be more difficult, differences in friends from various regions, and adjustments to the new environment. Seeing the challenges and problems in the first year of lectures, one of the important things that must be possessed by students in the first year of lectures is the ability to survive, or resilience.

2 Literature Review

Resilience is a psychological construct that relates to an individual's ability to succeed despite being in difficult conditions. Resilience is also defined as the characteristics and abilities possessed by individuals to be able to get back up and fight against existing problems [2]. [3] define resilience as the ability possessed by a person to survive and thrive in difficult situations. Resilience is an important strength in each individual that has a positive impact on various aspects of individual life such as health, performance, achievement, and well-being [1,2]. In facing challenges in the first year of lectures, students need academic resilience skills. Academic resilience is a form of of the ability to survive in order to gain success in facing difficulties in undergoing education [2].

Based on research conducted by Widuri [18], several problems or situations that students had to face during their studies included demands for academic responsibility, changes in the living environment where some students live far from family or parents, changes in the circle of friends and relations due to the new environment, changes in the culture of the current place of residence and the culture of origin, as well as adjustments in the choice of majors to career adjustments. Revealed that there are 3 aspects that build a person's ability or level of resilience, which are perseverance, reflecting, and adaptive help seeking, as well as negative affect and emotional

response [2]. Perseverance relates to an individual's attitude of working hard, not giving up easily, being assertive, and sticking to a predetermined plan or goal. Reflecting and seeking adaptive help related to the shortcomings and weaknesses possessed by individuals to survive in achieving the expected goals Negative affect and emotional response are the emotional responses shown by the individual.

The level of resilience possessed by individuals as new students at the first level has a lot of influence in the process of adapting to various challenges in the world of lectures. Prihartono, Sutini, and Widianti [14] revealed that with various problems experienced, individuals with high levels of resilience will be able to overcome existing challenges, and conversely, individuals who have low levels of resilience will have more difficulty solving existing challenges. According to Rojas [16], there are two factors that can affect resilience, namely risk factors and protective factors. Both of these factors are influenced by the internal and external conditions of the individual. Risk factors are factors that can trigger negative effects on individual resilience abilities [16]. A protective factor is a factor that prevents or delays something unpleasant. These protective factors consist of four parts: individual, family, community, and cultural factors. Individual factors that exist within individuals that can affect the level of academic resilience, including high feelings of optimism, empathy, and self-esteem. Self-esteem is associated with self-judgment, which is part of self-compassion in someone[16]. Sofiachudairi Setyawan [19] revealed that one of the factors that influences the level of student resilience is self-compassion

Self-compassion is an attitude of openness to oneself by accepting and caring for whatever conditions the individual is experiencing and not judging or blaming any deficiencies or failures experienced [12]. Basharpoor et al. [23] define self-compassion as a form of self-acceptance that reflects acceptance of things that are not expected of the individual himself and accepts the life he is currently living. Hasanah and Hidayati [7] define self-compassion as a situation that describes how individuals can view a difficult condition they face as something that is positive, conscious, and survives in that condition. Adopt a compassionate attitude or self-compassion not that the individual is being selfish; however, self-compassion is a form of individual recognition and acceptance of failures, shortcomings, and difficulties experienced by realizing that these situations are part of their lives [12].

When someone is in a difficult condition or experiences failure, they will tend to build a negative self-evaluation due to ongoing negative emotions. This is similar to what is experienced by new students, where students who feel unable to survive in their first year will form a self-evaluation of their inability to adapt, which then results in the emergence of symptoms of stress, anxiety, depression, and the inability to build prosocial relationships. As is self-compassion, students will strengthen and provide support for themselves to survive and pass through academic challenges in adjustment in the first year of lectures [20].

In accordance with what was disclosed by Teleb [4] that the role of self-compassion is to help individuals not blame themselves for unexpected situations and provide support and confidence in themselves. The presence of self-compassion will help students to be consciously able to accept situations that must be lived in the lecture adaptation period and evaluate their weaknesses without judging. Neff [12] states that there are three main aspects of self-compassion, namely self-kindness, common humanity, and mindfulness.

Neff and Faso [4] revealed that a high level of self-compassion will help individuals become more capable of facing challenges in life. In line with this, Sofiachudairi and Setyawan [19] also revealed that self-compassion has an effect on the level of resilience in students. In connection with this elaboration, topics related to the role of self-compassion on the level of resilience in students in the first year of lectures are one of the interesting things to discuss. This study aims to look at the relationship between self-compassion and academic resilience in new students in Yogyakarta.

3 Method

This research was conducted using a quantitative approach. Quantitative research methods are research methods in which, in the implementation process, researchers collect data on certain samples or populations. Data collection is carried out using specified research instruments [20]. This research involved first-year college male and female students. The participants were collected by random sampling, and 200 participants were collected.

Researchers have asked previous researchers who have translated and adapted the two scales used in this study. The data collection method was carried out using two scales. Measuring academic resilience is done by using an adaptation of the Academic Resilience Scale (ARS-30), developed by Cassidy [2], which has been translated and adapted into Indonesian by Kumalasari, Luthfiyanni, and Grasiaswaty [11]. Based on the test results, it shows that there are 27 out of 30 valid items with validity values ranging from 0.199 to 0.682 and reliability coefficient values (Cronbach's alpha) of 0.861. Measurement of self-compassion is done using the Self-Compassion Scale, which was developed by Neff [12] and has been translated and adapted into the Indonesian version by Sugianto, Suwartono, and Sutanto [20]. The scale response options are ranged within 5 options, which are from strongly disagree to strongly agree. The Self-Compassion Scale consists of 26 item statements arranged based on three aspects of self-compassion, which are paired with each other, viz., self-kindness-self judgment, common humanity isolation, and mindfulness-over-identification, with validity values ranging from 0.235 to 0.662 and coefficient reliability values (Cronbach's alpha) of 0.879.

The process of collecting research data is done online using Google Forms distributed through social media such as Twitter, Instagram, LinkedIn, WhatsApp, and Telegram. Respondents who were

involved in this study were 200 first-year students or the class of 2021 who were taking online lectures at public and private universities in Yogyakarta. The data analysis method used in this study is a quantitative correlational method using statistical data analysis to determine the relationship between the two variables, namely the relationship between academic resilience and resilience. The correlation analysis technique is done by using correlation analysis. Pearson Product Moment Data processing in this study was carried out using Statistical for Social Science (SPSS) for Windows 23.

4 Results

Based on the processing of categorization data using the above normalization reference to the data of 200 research subjects, in the variable categorization self compassion the following **Table 1** were obtained.

Table 1. Participant Self Compassion Categorization

Categorization	Categorization Norms	Amount	Presentase
Very low	X < 40,8006	0	0%
Low	$40.8006 \leq X \leq 67.6002$	20	10%
Currently	$67.6002 \leq X \leq 88.3998$	96	48%
Height	$88.3998 \leq X \leq 109.1994$	74	37%
Very high	X > 109.1994	10	5%
	Total	200	100%

Data categorization was also carried out for academic resilience variables. From the results of data processing, the **Table 2** of the categorization are as follows.

Table 2. Categorization of Participant Academic Resilience

Categorization	Categorization Norms	Amount	Presentase
Very low	X < 54	0	0%
Low	$54 \leq X \leq 81$	0	0%
Currently	$81 \leq X \leq 108$	15	7.5%
Height	$108 \leq X \leq 135$	131	65.5%
Very high	X > 135	54	27%

	Amount	200	100%

The researcher also tested assumptions before processing the data. Based on the results of the normality test that has been carried out on data on the Self-Compassion Scale (SCS) and Academic Resilience Scale (ARS), the whole value p>0.05 indicates that the results of both tests are good (Kolmogorov-Smirnovnor-Shapiro-Wilk so both data are normally distributed. The linearity test that has been carried out on the data at the Self-Compassion Scale (SCS) and Academic Resilience Scale (ARS) also shows that the two variables have a linear nature because they meet the conditions, namely value linearity < 0.05 and value deviation linearity > 0.05, to explain that the relationship between variables is linear.

Table 3. CorrelationSelf Compassion and Academic Resilience

Variable	r	r^2	p	Information
Self compassion and academic resilience	0.547	0.299	0.000	Significant, positively correlated

The **Table 3** of the research hypothesis testing show that there is a significant relationship between the two variables, namely, self-compassion and academic resilience, as indicated by a significant value of $p = 0.000$ ($p < 0.005$). The results in the table above also show that variable self-compassion and academic resilience have a positive correlation coefficient ($r = 0.547$), with a variable effective contribution value of self-compassion of 30% to academic resilience.

5 Discussion

The results of the correlation analysis of the variables self-compassion and resilience that has been done obtained a significant value of $p = 0.000$ ($p < 0.05$) with a correlation coefficient value of $p = 0.547$, which indicates that there is a significant relationship between self-compassion and academic resilience. These results indicate that the hypothesis proposed in this study was accepted. This means that the higher the level of self-compassion for students who are taking their first year of lectures, the higher the level of academic resilience they have will also increase. Conversely, the lower the level of self-compassion possessed by students who are taking their first year of lectures, the lower their level of academic resilience.

The results found in this study are in line with several previous studies conduct[4]. They were also found in research conducted by Permatasari and Siswati [13] relating to relationships, self-compassion, and resilience, which obtained a significant correlation coefficient. The research shows that there is a significant positive relationship between self-compassion and resilience. In this study, it was also explained that individuals would be able to adapt to getting through the challenges that exist in their lives more easily if their level of self-compassion was high. The results of other studies that also support the results of the research hypothesis test are research conducted by Febrinabilah and Listiyandini [5] with 81 former drug addict subjects, explaining the results that there is a positive relationship between self-compassion and resilience, which is that higher self-compassion has an impact on the higher resilience ability of the individual.

The results of the regression analysis carried out in this study obtained the value of the variable's effective contribution, self-compassion, to academic resilience by 30%, which means that as much as 70% of an individual's academic resilience ability is influenced by other factors. Based on the results of previous research revealed [16], the level of resilience in individuals is influenced by two factors that can have a positive and negative impact on individual resilience abilities, namely risk factors and protective factors. These two factors come from within the individual, such as ability and personality, as well as factors that exist outside of the individual, such as the environment. Self-compassion is a form of openness that is owned by the individual. This openness is related to the feeling of caring—being able to accept every strength, weakness, success, or failure that is owned and experienced in life. Individuals who are able to have this attitude also do not judge their shortcomings and weaknesses.

Self-compassion becomes part of the protective factors possessed by the individual. This was also explained by Sofiachudairi and Setyawan [19], who also explained that self-compassion is part of one of the factors that can affect the ability of academic resilience in students. Self-compassion plays a role in helping individuals to keep adapting in the face of difficulties in the academic field and increasing motivation for individuals to survive and try to achieve the academic goals they are living for. With regards to the role of self-compassion in increasing individual resilience abilities [10] explained in her research that giving good treatment to oneself, paying attention, and supporting oneself when facing difficult situations can help individuals get through their difficult times.

Related to other factors besides self-compassion, which can affect resilience in the presence of risk factors. Risk factors are factors that can affect the low resilience abilities possessed by individuals, one of which can come from the surrounding environment [21]. The existence of an online learning pattern can be one of the risk factors that affect the ability of academic resilience in first-year students, which limits the scope of peer-to-peer relationships. This was also explained by Widuri [18], where, in addition to academic demands, changes in the environment of friendships and relationships can also be problems that new students must go through. In addition, it is related to other protective factors besides self-compassion which can affect individual academic resilience abilities, including family, community, cultural, and other personality factors[15]. Other personality factors such as level of self-esteem, self-control towards their goals, and learning motivation can also be triggers for their resilience skills in carrying out lectures in the first year that are held online during a pandemic.

Self-compassion is one of the factors in the academic resilience that individuals need to have in undergoing the various challenges and changes that must be passed in order to pursue education. There is self-compassion in each individual, as a new student can help him to be able to care about himself (self-kindness) especially when dealing with a problem, so that they can act more calmly and avoid the emergence of negative thought patterns [15]. Self-compassion also helps individuals to try to see failure as something that is naturally felt by everyone [12]. Hermansyah [8] reveals that self-compassion can provide motivation for individuals to continue to improve and hone their abilities in going through all kinds of situations because, when experiencing failure, the individual will not judge himself. This can encourage individuals to try to find a way out and encourage them to continue to motivate themselves so that they can survive the lectures they are undergoing.

Self-compassion can help individuals to be able to balance their thoughts and feelings, especially when experiencing challenges or failures in the academic context of their first year of college. Earlier, continuing to be mindful can help students stay focused on maintaining hope and motivation. This will help individuals improve their academic resilience when facing lectures in their first year [5]. The formation of academic resilience abilities can help students be better able to go through changes in different circumstances, including adversity (setback), resistance (challenge), difficulty (adversity), and pressure (pressure) during academic activities [17].

Additional analysis was also carried out by researchers in this study, namely regarding different tests on variables such as self-compassion and academic resilience based on subject group. Based on the results of the different tests based on gender, there were differences in the level of academic resilience between men and women, where the level of academic resilience in men was higher than that of women. These results are in line with previous research about the men have a better level of resilience or self-reliance than women. On the test results at different levels of self-compassion in male and female subjects, there was no significant difference, but if seen from the mean value, the male subject group had a mean value of higher self-compassion than the female subject group. In line with this, based on [12, 4] it was also explained that there was a difference in the level of self-compassion between males and females, where the levels of self-compassion were higher in men than in women.

Based on the overall implementation of the research that has been carried out, the researcher realizes that there are still some deficiencies or weaknesses in its implementation. In this study, researchers did not reveal the form of social support possessed by individuals, where this is one of the protective factors that can affect the resilience ability of first-year students to adapt. Researchers also did not disclose more deeply regarding risk factors that are contrary to protective factors that hinder individual ability as new students to adapt. The research respondent group was also dominated by women compared to men. In addition, it is related to the process of implementing research data collection, which also takes quite a long time because it is done manually online due to difficulties in distributing questionnaires to new students. Due to the limitations of this study, in future studies related to the same topic, researchers can conduct research by uncovering other resilience factors and making comparisons between factors. In addition, researchers can also distribute questionnaires more broadly in order to reach a more equal number of male and female respondents.

Based on the results of the research that has been done, although there are still limitations in this study, this research can provide new theoretical and practical understanding related to patterns of adjustment in the first year of lectures. The existence of this research can provide an overview for students who will enter the world of lectures regarding the importance of having self-compassion or being kind to yourself to support students' ability to adapt in the first year of lectures by not making judgments about strengths and weaknesses, trying to manage thoughts, and taking lessons from every challenge or failure experienced in the lecture world.

6 Conclusion

Based on the results of the analysis of research data and the discussion that has been presented previously, it can be concluded that there is a significant positive relationship between self-compassion and academic resilience in first-year students. This means that the higher the level of self-compassion for new students in the first year, the higher the academic resilience will also be. Conversely, the lower the level of self-compassion for new students in the first year, the lower their academic resilience will be.

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