




Psychocentrum Review

ISSN 2656-8454 (Electronic) | ISSN 2656-1069 (Print)
Editor:  Maria Oktasari

Publication details, including author guidelines

URL: <http://journal.unindra.ac.id/index.php/pcr/about/submissions#authorGuidelines>

Optimism and Self Compassion as Predictors of Resilience in College Students

Novi Hidayat¹, Ziyadi Ali Ikromi², Febrianur Ibnu Fitroh Sukono Putro³, Sisca Dian Rahmawati⁴, Hilda Sri Rahayu⁵Universitas Sains Indonesia, Indonesia^{1,2,5}, Universitas Dian Nuswantoro, Indonesia³, Universitas Slamet Riyadi, Indonesia⁴

Article History

Received : 17 February 2025

Revised : 14 October 2025

Accepted : 14 October 2025

How to cite this article (APA 6th)

Hidayat, N., et al (2025). Optimism and Self Compassion as Predictors of Resilience in College Students. *Psychocentrum Review*, 7(2), 111-124. DOI: 10.26539/pcr.7338382The readers can link to article via <https://doi.org/10.26539/pcr.7338382>

Correspondence regarding this article should be addressed to:

Novi Hidayat, Universitas Sains Indonesia, Bekasi, Indonesia and E-mail: novi.hidayat@lecturer.sains.ac.id

SCROLL DOWN TO READ THIS ARTICLE

Universitas Indraprasta PGRI (as Publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Universitas Indraprasta PGRI. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information.

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Copyright by Hidayat, N, et al (2025)

The authors whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

Original Article

Optimism and Self Compassion as Predictors of Resilience in College Students

Novi Hidayat¹, Ziyadi Ali Ikromi², Febrianur Ibnu Fitroh Sukono Putro³, Sisca Dian Rahmawati⁴,
Hilda Sri Rahayu⁵

Universitas Sains Indonesia, Indonesia^{1,2,5}, Universitas Dian Nuswantoro, Indonesia³, Universitas Slamet Riyadi, Indonesia⁴

Abstract. *Resilience is a dynamic and diverse process where individuals show psychological functioning despite unpleasant events (trauma). Resilient individuals can use personal abilities to deal with difficult situations and are influenced by the belief held by individuals that every problem can be solved with good results. This is inseparable from understanding within the individual not to judge anyone when dealing with issues. This study aims to show optimism and self-compassion as predictors of resilience in students. The research sample comprised 97 students from a private university in Palembang, Indonesia, who were 18-21 years old and was obtained by a multistage random sampling technique. Research data were obtained by filling out three adaptation scales, namely the Connor-Davidson Resilience Scale, Self-Compassion Scale, and Optimism Scale. Data analysis used multiple regression analysis techniques. Cronbach's Alpha coefficient reliability for Connor-Davidson Resilience Scale (0.824), Self-Compassion Scale (0.927), and Optimism Scale (0.775). The research results show optimism and self-compassion as predictors of resilience in students.*

Keywords: *optimism; resilience; self-compassion; and university students*

Correspondence author: Novi Hidayat, novi.hidayat@lecturer.sains.ac.id, Bekasi, and Indonesia



This work is licensed under a CC-BY-NC

Introduction

One of the best locations that offers a bachelor's, master's, or doctoral degree in education is a university. Higher education involves a variety of situations, both favorable and unfavorable, in the learning process. The experience offers a lot of beneficial opportunities for students to grow as individuals, but it also carries risks and the possibility of negative, incalculable effects, which can lead to stress and depression in students (Holdsworth et al., 2018). (Bastaminia et al., 2016) outlined the different sources of stress and sadness that might lower a college student's quality of life, including living in dorms, being away from home, having a more demanding social life, and adjusting to new people and cultures.

(Salim & Fakhurrozi, 2020) Explain that because early-level students are making the transition from high school to college, they frequently encounter issues with transitioning to the college learning process. Mid-level students, on the other hand, typically struggle with a large number of lecture assignments and time management issues between the lecture process and extracurricular activities. However, completing the final thesis, which is a prerequisite for earning a bachelor's degree, might be difficult for final-year students.

Widuri, (2012) This text outlines the challenges faced by students, which encompass difficulties in adjusting to new relationships, forming friendships, and adhering to new regulations within an unfamiliar setting. Additional changes involve shifts in learning methodologies, the necessity for students to cultivate independence, the management of constrained financial resources, effective time management, and the enhancement of self-discipline. Research demonstrates that students do not succeed because they are exhausted, overburdened, sad, and lack the time necessary for friendship and family life (Slavin et al., 2011).

Hidayat, (2011) explains that students encounter a variety of challenges, including: (1) academic difficulties, characterized by anxiety over failing or receiving low grades, a lack of engagement in teaching methods that lead to poor comprehension of lectures, and struggles with problem-solving; (2) economic concerns, such as insufficient pocket money, inadequate funds for purchasing educational materials, and aspirations for scholarships; (3) social issues stemming from changing friendships, which can instill fears of not being accepted by new peer groups, resulting in diminished self-confidence and motivation; (4) familial challenges, including a lack of effective communication within the family; and (5) the need to contemplate and prepare for future career aspirations.

Students attending college lectures will undoubtedly encounter various challenges. Students need to cultivate resilience, enabling them to adjust to difficult circumstances and effectively navigate obstacles in both their academic and personal lives (Salim & Fakhrurrozi, 2020). Resilience is also crucial for students to accomplish and navigate the developmental tasks associated with young adulthood (Irianto et al., 2021).

Resilience is an active process characterized by the capacity for positive adjustment when confronted with considerable adversity. This concept encompasses two primary elements: the experience of threats or substantial difficulties, and the capability to attain positive adaptation despite these formidable challenges (Luthar et al., 2000). Resilience fosters enhanced coping abilities, increased self-efficacy, and a diminished perception of stress. (Waller & Okamoto, 2003). It enables individuals to address future challenges, boosts their resilience against stress, and improves their capacity to adjust and manage difficulties and hardships (Bagheri Zanjani Asl Monfared & Entesar Foumany, 2016).

Research indicates that individuals with resilience tend to engage in healthier behaviors and are less likely to partake in harmful activities, such as substance abuse (Barger et al., 2017; Murphey et al. 2013), and experience fewer symptoms of anxiety and depression (Skrove et al., 2013). Conversely, individuals who are not resilient lack compassion (Hatari & Setyawan, 2018), Experience anxiety, diminished life aspirations, reduced spiritual well-being, and a lack of motivation to participate in healthy pursuits, such as physical exercise (Min et al., 2013).

Other research on low resilience in students, such as research conducted by Widuri et al., (2013) A study conducted on 75 students at Ahmad Dahlan University revealed that individuals with low resilience often exhibit poor emotional regulation. This deficiency can lead to a negative assessment of their circumstances, resulting in more harmful emotional responses. Such individuals may struggle with adaptation, find it challenging to form and sustain relationships, and often become overwhelmed by their emotions. Consequently, they may face difficulties in making sound decisions, approaching life's challenges with a positive mindset, and embracing new experiences.

Several studies have shown that resilience is influenced by self-compassion and quality of life (Vitali, 2010; Magnus et al., 2010), attention, social connectedness (Silverman et al., 2017), positive affect, *self-efficacy*, optimism, social support, self-esteem, and life satisfaction (Lee et al., 2013). There is limited research relating to resilience in students in general. Therefore, this study intends to examine self-compassion and optimism as factors that influence resilience.

Research shows that *self-compassion* is one of the factors that influence resilience (Silverman et al., 2017). (Bluth et al., (2018) on 786 public school adolescents and 271 private school adolescents showed that self-compassion is positively associated with resilience. Kawitri

et al., (2019), researched 140 orphanage adolescents aged 14-18 selected from 12 orphanages in Jakarta and Bekasi. This study shows that there is a significant positive relationship between *self-compassion* and resilience in adolescents in orphanages. Hatari & Setyawan, (2018) on 88 students showed a positive relationship between self-compassion and resilience, with a practical contribution of self-compassion to the strength of female students at 35.9%.

Self-compassion is the desire to alleviate suffering by offering kindness and non-judgmental understanding (K. Neff, 2003). Through these actions, individuals can comfort themselves in difficult times, acknowledge their pain or struggles, and know they are not isolated in their experiences. Cultivating self-compassion can be beneficial when dealing with complex life events, such as chronic illness, and when feelings of inadequacy arise, such as engaging in physical activity with a disability (K. D. Neff, 2003).

Terrill et al., (2016) explain that self-compassion can make individuals see the condition of others and themselves, thus increasing resilience. This can occur when individuals who engage in self-compassion take a more balanced or aware view of their condition and feel less isolated when debilitating. Symptoms arise, allowing individuals to reframe negative perceptions and increase their ability to recover from distressing symptoms or events.

K. D. Neff (2016) suggests that *self-compassion* can influence adolescents to overcome negative self-views. Even compassion can help people maintain their health more effectively (Terry & Leary, 2011), In adults, *self-compassion* has been associated with less drug use (Tanaka et al., 2011), less likelihood of experiencing shame or fear failures (Mosewich et al., 2011), less engagement in self-harming behaviors and fewer suicide attempts (Bluth & Blanton, 2015; Marsh et al., 2017). Conversely, individuals who do not have self-compassion will be anxious and negatively view others (Verplanken & Tangelder, 2011) Individuals experience stress (MacBeth & Gumley, 2012). Even self-compassion is associated with quality of life in individuals who experience severe depression and anxiety (Benzo et al., 2016).

These findings suggest *self-compassion* is a precious attribute, as it appears to protect against typical developmental vulnerabilities such as increased self-awareness (Rankin et al., 2004), feeling isolated in their experience of personal struggle (Laursen & Hartl, 2013), and mood instability such as increased anxiety and depression (Maciejewski et al., 2014).

Other findings suggest age and gender differences in self-compassion, with older adolescent girls showing lower levels of self-compassion than younger teenage girls and all men (both young and old). (Bluth & Eisenlohr-Moul, 2017). Because *self-compassion* is a modifiable trait in both adults and adolescents (Bluth et al., 2016; Bluth & Eisenlohr-Moul, 2017; Germer & Neff, 2013). Lee et al., (2013), showed that optimism is one of the factors that influences resilience. Research by Roellyana & Listiyandini (2016) on 151 final-year students who have worked on their thesis for more than one semester and are aged 21-25 shows that optimism plays a significant role in resilience in final-year students working on their thesis 12.3%

Listiyandini, (2016) explains that optimism is an individual's belief in getting good results and having positive expectations when faced with difficulties. Optimism is a personality trait that reflects the tendency to have good hopes for the future (Michael F. Scheier & Carver, 2016).

Optimism has been shown to have wide-ranging effects on a variety of cognitive, behavioral, and health outcomes including physical health (Carver et al., 2010; Rasmussen et al. 2017), individuals accept disappointment, respond actively, do not despair, plan future actions, seek help, and see failure as something that can be improved (Barseli et al., 2017), as well as being beneficial with mental health and resilience to stressors (Masten, 2014; Nes & Segerstrom, 2015; Thomson et al., 2015). Nurtjahjanti, Harlina; Ratnaningsih (2012)) showed that as many as 66 people who had low levels of optimism resulted in low levels of hardiness. Another study conducted by Rizki (2013) on 105 students of SMA Negeri 3 Pekalongan, showed that the lower the optimism of students, the lower their readiness in learning students.

Individuals with low optimism are more likely to engage in risky health behaviors, such as drug use (Carvajal et al., 2002; Warner & Swisher, 2015). In contrast, however, high optimism

is associated with an individual's ability to persist and be flexible with their goals, which in turn is related to task persistence and lower activity avoidance despite pain (Esteve et al., 2018).

Based on the above, researchers are interested in examining the effect of self compassion and optimism on resilience in college students. There is a lack of exploration of how these factors play out in groups of students with different cultural, social, and economic backgrounds and there are still few studies that combine the independent variables (optimism and self compassion) with the dependent variable (resilience) with student subjects. The hypothesis of this study is that there is an influence between self compassion and optimism on resilience. The results of this study are expected to have implications for developing interventions to increase compassion, optimism and resilience in college students.

Method

This research uses a quantitative approach with an ex post facto design. Ex post facto is a research design used to investigate cause-and-effect relationships by analyzing existing data, without directly manipulating variables. Characteristics of Ex Post Facto Research: There is no manipulation of variables (the researcher does not adjust or change the independent variables, in contrast to experiments). Using existing data (this research often uses historical data or events that have occurred). Analyze cause-and-effect relationships (although it cannot completely prove causality, this design can provide an understanding of the relationships between variables). Often used in the social, educational, and psychological fields (For example, to examine the influence of parenting styles on academic achievement or the impact of certain policies on student learning outcomes) (Creswell, 2019).

Participants

The study participants consisted of a sample of 97 from a total population of 130 students enrolled in a private university in Palembang, Indonesia who ranged in age from 18 to 21 years. The sample was obtained using the kreji and morgan tables.

Sampling Procedures

The sample was obtained using a multistage random sampling technique. Multistage random sampling is a sampling technique used in research to select samples from a very large or widely spread population. This technique involves several stages of gradual sample selection, starting from larger units (for example, provinces or cities) to smaller units (for example, individuals or households). Each stage of selection is carried out randomly, but in some stages, the selected elements may be more focused or structured.

Materials and Apparatus

The measuring instrument used adapted from the Self Compassion Scale-Short Form (SCS-SF) from Raes et al. (2011). The scale consists of 12 items, comprising aspects such as self-kindness, self-judgment, common humanity, isolation, mindfulness and over-identification. Responses for each item used a 5-point Likert scale, ranging from 1 (Almost never) to 5 (Almost always). The reliability of Cronbach's Alpha coefficient in this study was 0.927.

The measuring instrument used adapted from the Connor-Davidson Resilience Scale (CD-RISC 10) from (Laura Campbell-Sills & Stein, 2007). This scale consists of 10 items, which consist of aspects of hardiness and persistence. Responses for each item used a 5-point Likert scale, ranging from 1 (Almost never) to 5 (Almost always). The reliability of Cronbach's Alpha coefficient in this study was 0.824. The measuring instrument used adapted from the Optimism Scale from Pedrosa et al. (2015) but was retested by Coelho

et al. (2018). This scale consists of 9 items, which consist of discrimination factors. Responses for each item use a 5-point Likert scale, ranging from 1 (Strongly Disagree; to 5 (Strongly Agree). The reliability of Cronbach's Alpha coefficient in this study was 0.775.

Procedures

Prepare research instruments and platforms for distribution of questionnaires, distribute questionnaires to students who have given consent to participate. Provide clear instructions regarding how to fill out the questionnaire and estimate the time required. Collect data after the questionnaire has been collected. Manage data by ensuring completeness and validity of responses. and Compile data for further statistical analysis. Grouping data based on research variables.

Design or Data Analysis

The data analysis technique in this study first used the assumption test (Normality seen from Kolmogorov Smirnov and Linearity) and Descriptive Analysis (data from participants knowing the SD, mean, median, minimum and maximum values will be analyzed using descriptive statistics to provide an overview of the sample characteristics). Correlation Test (To see the relationship between the independent variables (optimism, self-compassion) and the dependent variable (resilience), Pearson correlation test will be used).

Multiple Linear Regression (To test whether optimism and self-compassion jointly predict resilience, multiple linear regression will be used. This will measure the effect of both independent variables on the dependent variable at once, as well as identify the strength and direction of the relationship between the variables). Regression Assumption Test (The researcher will conduct a regression assumption test to ensure that the data meets the assumptions of normality, and multicollinearity.) with the help of the SPSS program

Results and Discussion

The results of data analysis show that the variables resilience, self-compassion and optimism have normal data, this is indicated by the p value = 0.200 > 0.05. Following are the results of data analysis in table 1.

Tabel 1. Tests of Normality

	Tests of Normality		
	Statistic	df	Sig.
Unstandardized Residual	.033	97	.200*

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 2, shows the results of statistical analysis of each variable, for the mean (resilience = 39.13, self-compassion = 48.37 and optimism = 34.36), median (resilience = 40.00, self-compassion = 52.00 and optimism = 36.00), as well as the minimum and maximum values of each variable (resilience from 22 to 50, self-compassion from 20 to 60 and optimism from 20 to 60).

Tabel 2. Statistical Results of Data

	Statistics			
	Mean	Median	Minimum	Maximum
Resilience	39.13	40.00	22	50
Self-Compassion	48.37	52.00	20	60
Optimism	34.36	36.00	20	45

a. Multiple modes exist. The smallest value is shown

Table 3, the results of data analysis show the significance value (p) = 0.000 and the value of F = 195.311, this shows that the significance value (p) = 0.000 <0.05 which means that there is an influence between self-compassion and optimism together on resilience.

Tabel 3. Multiple Regression Analysis Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3160.669	2	1580.335	195.311	.000 ^b
	Residual	760.588	94	8.091		
	Total	3921.258	96			

a. Dependent Variable: resilience
 b. Predictors: (Constant), optimism, *self compassion*

Table 4, shows that self compassion has a significant effect on resilience with a sig value. = 0.000 (<0.05) and the optimism variable has a significant effect on resilience with a sig value. =0,000 (<0.05).

Tabel 4. Results of Relationship Coefficient Analysis

Korelasi Koefisien											
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Zero order	Partia l	Part	Toleranc e	VIF	
1	(Constant)	4.36	1.87		2.32	.022					
	selfcompassion	.53	.04	.73	12.75	.000	.87	.79	.57	.62	1.60
	optimism	.25	.06	.23	4.06	.000	.68	.38	.18	.62	1.60

a. Dependent Variable: resilience

Table 4, used to determine the effect of per variable, finds information on the impact of per variable significance that can be seen from the sig value. (<0.005) then there is an influence between variables. The correlation coefficient table output produces a coefficient value taken from the unstandardised coefficients B with the results X1 of 0.535 and X2 of

0.259 and a constant number of 4.362. The multiple regression equation can be compiled based on this figure. $Y = a + bX_1 + b_2X_2$ so that it becomes $Y = 4.362 + 0.535X_1 + 0.259 X_2$. The results of the multiple regression equation can have meanings, namely: 1) a constant value of 4.362 means that if X1 and X2 are 0, then the value of Y is 4.362, 2) the X1 regression coefficient of 0.535 means that if the other independent variables are fixed and X1 increases by

1%, Y will increase by 0.259, and 3) the X2 regression coefficient of 0.259 means that if the other independent variables are fixed and X2 increases by 1%, Y will increase by 0.535.

Table 4 shows the results of the Multicollinearity Test test; the multicollinearity test is carried out by looking at the Variance Inflation Factor (VIF) value with the assumption that the data must be less than ten and the tolerance value must be more than the value of 0.10. Referring to the multicollinearity test requirements, then looking at the calculation results using SPSS, it is known that the VIF value is 1.609; this value is less than 10, while the tolerance value is 0.622, which is greater than the value of 0.10. So, it can be concluded that the data does not occur in multicollinearity.

Table 5 shows the contribution of self-compassion and optimism variables together and individually to resilience in college students. Self-compassion and optimism contribute 80.6% to resilience in students, while the remaining 19.4% is another variable that is not studied.

Tabel 5. Coefficient of Determination

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.898 _a	.806	.802	2.84453	.806	195.311	2	94	.000

a. Predictors: (Constant), optimisme, selfcompassion

The calculation results in Table 6 show the contribution of each independent variable (self-compassion and optimism) to the dependent variable (resilience); namely, the self-compassion variable contributes to resilience by as much as 64.5, and the optimism variable contributes to resilience by 16.1. The following is Table 6 of the results of the coefficient of determination manually.

Tabel 6. Calculation of Contribution of Each Variable

No	Perhitungan Sumbangan Variabel	R Square
1	$SE_{SC} = \frac{bx_1 \times \text{crossproduct} \times R_2}{\text{Regressi}} \times 100\%$ $= \frac{0,535 \times 4731,175 \times 80,6}{3160,669} \times 100\%$ $= 64,547409 \times 100\%$ $= 64,5\%$	64,5%
2	$SE_{OP} = \frac{bx_1 \times \text{crossproduct} \times R_2}{\text{Regressi}} \times 100\%$ $= \frac{0,259 \times 2432,309 \times 80,6}{3160,669} \times 100\%$ $= 16,064770 \times 100\%$ $= 16,1\%$	16,1%

The results of this study indicate that self-compassion and optimism influence resilience by 80.6%, while the remaining 19.4% is an unexamined factor in this study. This means that self-compassion and optimism influence resilience in students. Therefore, it can be interpreted that one of the things that make individuals resilient is self-compassion and optimism. Individuals who have more attributes associated with resilience are more likely to adapt successfully to disruptive events (e.g., traumatic injury, job loss, and death of a spouse). In contrast, individuals with fewer attributes will not adapt successfully (White et al., 2010).

Data analysis shows that 19.4% of the factors not examined in this study were other factors besides self-compassion and optimism. Other factors that influence resilience are *personality*

traits, including (openness, extraversion, and friendliness); internal *locus of control*, mastery, *self-efficacy*, and self-esteem; cognitive appraisal (positive interpretation of events and integration of cohesiveness into self-narratives); biological *factors*, including (brain structure, function and neurobiological systems), *environmental-systemic factors* (at the microenvironment level, social support including relationships with family and peers) (Davydov et al., 2010).

The results of the data analysis show that self-compassion affects resilience in students. Supported by research conducted by (Kemper et al., 2015) found that resilience is highly correlated with compassion, among other variables such as attention, mental health, and decreased stress levels. Permatasari (2017) conducted on the wives of 73 police officers. The results showed a positive relationship between *self-compassion* and resilience in the wives of Satbrimob members of the Central Java Regional Police, with a practical contribution of 54.5%.

The above statement is reinforced by experimental research conducted by Smeets et al. (2014) on 52 female students who showed that the self-compassion intervention program can increase resilience and well-being in female students. In addition, the self-compassion intervention program can help female students face challenges in university because it can improve participants' confidence in facing challenging situations. Hayter & Dorstyn (2014) showed that 97 adult individuals who experienced Spina Bifida showed that self-compassion and self-esteem were related to resilience. Individuals who get positive appreciation and can be kind to themselves can encourage positive adaptation when facing difficulties. Research in Indonesia conducted by Setyawan & Sofiachudairi (2018)) showed a significant relationship between self-compassion and resilience in students working on a thesis. This means self-compassion relates to a person's resilience in difficult situations (working on a thesis).

Yarnell & Neff, (2013) showed that individuals with self-compassion solve problems by balancing the needs of self and others. K. D. Neff (2016) explains that individuals who have good *self-compassion* can provide resilience to psychological stress and provide physiological responses to adverse events. It even makes individuals accept their wounds rather than self-assess their weaknesses. In particular, individuals with high self-compassion tend to have a more remarkable ability to maintain a relationship with someone with an emotional experience, which can improve emotional change (Galili-Weinstock et al., 2020).

Self-acceptance and kindness, along with awareness of one's circumstances, tend to make emotions (predominantly negative experiences) less intense; thus, compassionate individuals are more familiar with their feelings (Galili-Weinstock et al., 2020). Not only that, individuals become more accepting when facing painful life situations that are beyond their control (K. D. Neff & Germer, 2013). Therefore, individuals with self-compassion are also associated with reduced emotional stress (Terry & Leary, 2011) and health-promoting behaviours (Sirois et al., 2015).

Self-compassion can lead an individual to engage in professional development. For example, a practitioner may continually notice emotional reactions in working with traumatised clients and, therefore, seek learning opportunities about secondary traumatic stress. A compassionate practitioner may notice when stress, pain or suffering affects her work and determine rejuvenating practices (e.g. looking at thank-you notes or pictures from clients). Similarly, students can focus on developing compassion in these ways while participating in field education and using compassion to manage the stress, feelings of inadequacy, and perceived failure that often accompany academics (Jay Miller et al., 2020).

The results of the data analysis show that optimism affects resilience in students. This is in line with Reivich & Shatté, (2002) who said that optimism is one of the factors of resilience. Supported by research conducted by Omar (2014) showed that as many as 1478 students (450 Argentines, 493 Brazilians, and 535 Mexicans) showed that optimism was the strongest predictor of resilience. Warsini et al. (2019) with a cross-sectional design conducted in February 2017 at the Correctional Facility for Class IIA Narcotics Cases in Sleman and Corrective Facility in Wirogunan on 77 respondents, showed that optimism affects resilience.

Although researchers have more often assessed how optimism affects mental health issues such as depression, some researchers have begun to link growth in optimism to a range of individual and ecological activities such as peer and school connections and belonging, adult support, and self-positive concepts. (Oberle et al., 2018).

How well individuals cope with salient developmental tasks can shape their optimism; for example, (Oberle et al., 2018) found that higher peer levels of youth in fourth grade were associated with increased optimism through seventh grade. Similarly, in a cross-sectional study, Thomson et al., (2015) reported that positive self-concept, low depressive problems, high perceived parental support, and school connectedness were associated with youth optimism. These early studies suggest that a greater understanding of how adolescents contribute to optimism could be important for understanding individuals' well-being as they transition through adolescence.

Highly optimistic individuals are not only more confident that they will achieve a positive personal future, but they are also better prepared to deal with challenges and setbacks throughout the life process and ultimately more successful in doing so (Alarcon et al., 2013). Longitudinal studies show that optimism is related to positive functioning about their future life and the resulting emotional reactions, thus impacting motivation (Fosnaugh et al., 2009; Hanssen et al., 2013; Meevissen et al., 2011) as well as orientation towards future life (Busseri et al., 2013). It can also prevent impairments in cognitive task-switching resulting from pain (Boselie et al., 2017).

Research conducted by Cheung et al. (2013) found that experimentally thinking about the past resulted in greater optimism for the future, and individuals tended to focus on their future rather than the future of others. (Gryzman et al., 2013). This explains that optimism towards the future does not differ between adults and young people (Gryzman et al., 2015), and optimism can be forged during life transitions to become more stable (Forgeard & Seligman, 2012; Michael F. Scheier & Carver, 2016).

Based on the research results and explanations of various studies above, it can be concluded that self-compassion and optimism have a positive relationship with optimism in students. Thus, the two variables of self-compassion and optimism are predictors that can affect resilience in students.

Conclusion

Optimism and self-compassion are strong predictors of resilience in adolescents. This study provides theoretical insights indicating a connection between optimism, self-compassion, and resilience in college students. The results also offer implications that may serve as valuable resources for resilience-focused programs aimed at assisting college students in late adolescence and early adulthood. A limitation of this research is the relatively small sample size, which restricts the generalizability of the findings. Nonetheless, there remains a necessity for additional research to explore other factors that may enhance resilience, such as sleep quality and mindfulness.

Acknowledgements

We would like to express our deepest gratitude to all students who were willing to participate in this survey as respondents, without their help this activity would not have been carried out well.

References

- Alarcon, G. M., Bowling, N. A., & Khazon, S. (2013). Great expectations: A meta-analytic examination of optimism and hope. *Personality and Individual Differences, 54*(7), 821–827.
- Bagheri Zanjani Asl Monfared, L., & Entesar Foumany, G. (2016). The effectiveness of group based hope-therapy on increasing resilience and hope in life expectancy in patients with breast cancer. *Journal of Health Promotion Management, 5*(4), 58–64.

- Barger, J., Vitale, P., Gaughan, J. P., & Feldman-Winter, L. (2017). Measuring Resilience in the Adolescent Population: A Succinct Tool for Outpatient Adolescent Health. *Journal of Pediatrics*, 7(10), 1–9. <https://doi.org/10.1016/j.jpeds.2017.06.030>
- Barseli, M., Ifdil, I., & Nikmarijal, N. (2017). Konsep stres akademik siswa. *Jurnal Konseling Dan Pendidikan*, 5(3), 143–148.
- Bastaminia, A., Rezaei, M. R., Rezaei, M. R., & Tazesh, Y. (2016). Resilience and quality of life among students of Yasouj State University. *International Journal of Research in Humanities and Social Studies*, 3(8).
- Benzo, R. P., Abascal-Bolado, B., & Dulohery, M. M. (2016). Self-Management And Quality Of Life In Chronic Obstructive Pulmonary Disease (COPD): The Mediating Effects Of Positive Affect. *Patient Education and Counseling*, 2(4), 1–7. <https://doi.org/10.1016/j.pec.2015.10.031>
- Bluth, K., & Blanton, P. W. (2015). The Influence Of Self-Compassion On Emotional Well-Being Among Early And Older Adolescent Males And Females. *Journal of Positive Psychology*, 10(3), 219–230. <https://doi.org/10.1080/17439760.2014.936967>
- Bluth, K., & Eisenlohr-Moul, T. A. (2017). Response To A Mindful Self-Compassion Intervention In Teens: A Within-Person Association Of Mindfulness, Self-Compassion, And Emotional Well-Being Outcomes. *Journal of Adolescence*, 57, 108–118. <https://doi.org/10.1016/j.adolescence.2017.04.001>
- Bluth, K., Gaylord, S. A., Campo, R. A., Mullarkey, M. C., & Hobbs, L. (2016). Making Friends with Yourself: A Mixed Methods Pilot Study of a Mindful Self-Compassion Program for Adolescents. *Mindfulness*, 7(2), 479–492. <https://doi.org/10.1007/s12671-015-0476-6>
- Bluth, K., Mullarkey, M., & Lathren, C. (2018). Self-compassion: A potential path to adolescent resilience and positive exploration. *Journal of Child and Family Studies*, 27, 3037–3047.
- Boselie, J. J. L. M., Vancleef, L. M. G., & Peters, M. L. (2017). Increasing Optimism Protects Against Pain-Induced Impairment in Task-Shifting Performance. *Journal of Pain*, 18(4), 446–455. <https://doi.org/10.1016/j.jpain.2016.12.007>
- Busseri, M. A., Malinowski, A., & Choma, B. L. (2013). Are Optimists Oriented Uniquely Toward The Future? Investigating Dispositional Optimism From A Temporally-Expanded Perspective. *Journal of Research in Personality*, 47(5), 533–538. <https://doi.org/10.1016/j.jrp.2013.04.015>
- Carvajal, S. C., Hanson, C. E., Romero, A. J., & Coyle, K. K. (2002). Behavioural Risk Factors and Protective Factors in Adolescents: A Comparison of Latinos and Non-Latino Whites. *Ethnicity and Health*, 7(3), 181–193. <https://doi.org/10.1080/1355785022000042015>
- Carver, C. S., Scheier, M. F., & Segerstrom, S. C. (2010). Optimism. *Clinical Psychology Review*, 30(7), 879–889. <https://doi.org/10.1016/j.cpr.2010.01.006>
- Cheung, W. Y., Wildschut, T., Sedikides, C., Hepper, E. G., Arndt, J., & Vingerhoets, A. J. J. M. (2013). Back to the Future: Nostalgia Increases Optimism. *Personality and Social Psychology Bulletin*, 39(11), 1484–1496. <https://doi.org/10.1177/0146167213499187>
- Coelho, G. L. H., Vilar, R., Hanel, P. H. P., Monteiro, R. P., Ribeiro, M. G. C., & Gouveia, V. V. (2018). Optimism Scale: Evidence Of Psychometric Validity In Two Countries And Correlations With Personality. *Personality and Individual Differences*, 134(3), 245–251. <https://doi.org/10.1016/j.paid.2018.06.030>
- Creswell, J. W. (2019). *Research design: Pendekatan metode kualitatif, kuantitatif dan campuran*.
- Davydov, D. M., Stewart, R., Ritchie, K., & Chaudieu, I. (2010). Resilience and Mental Health. *Clinical Psychology Review*, 30(5), 479–495. <https://doi.org/10.1016/j.cpr.2010.03.003>
- Esteve, R., López-Martínez, A. E., Peters, M. L., Serrano-Ibáñez, E. R., Ruiz-Párraga, G. T., & Ramírez-Maestre, C. (2018). Optimism, Positive and Negative Affect, and Goal Adjustment Strategies: Their Relationship to Activity Patterns in Patients with Chronic Musculoskeletal Pain. *Pain Research and Management*, 2018. <https://doi.org/10.1155/2018/6291719>

- Forgeard, M. J. C., & Seligman, M. E. P. (2012). Seeing The Glass Half Full: A Review Of The Causes And Consequences Of Optimism. *Pratiques Psychologiques, 18*(2), 107–120. <https://doi.org/10.1016/j.prps.2012.02.002>
- Fosnaugh, J., Geers, A. L., & Wellman, J. A. (2009). Giving Off a Rosy Glow: The Manipulation of an Optimistic Orientation. *Journal of Social Psychology, 149*(3), 349–364. <https://doi.org/10.3200/SOCP.149.3.349-364>
- Galili-Weinstock, L., Lazarus, G., Atzil-Slonim, D., Bar-Kalifa, E., Rafaeli, E., & Peri, T. (2020). Self-Compassion Among Psychotherapy Clients Is In The Details Of Negative, Not Positive, Emotions. *Journal of Positive Psychology, 15*(4), 478–487. <https://doi.org/10.1080/17439760.2019.1627396>
- Germer, C. K., & Neff, K. D. (2013). Self-Compassion in Clinical Practice. *Journal of Clinical Psychology, 69*(8), 856–867. <https://doi.org/10.1002/jclp.22021>
- Gryzman, A., Prabhakar, J., Anglin, S. M., & Hudson, J. A. (2013). The Time Travelling Self: Comparing Self And Other In Narratives Of Past And Future Events. *Consciousness and Cognition, 22*(3), 742–755. <https://doi.org/10.1016/j.concog.2013.04.010>
- Gryzman, A., Prabhakar, J., Anglin, S. M., & Hudson, J. A. (2015). Self-Enhancement And The Life Script In Future Thinking Across The Lifespan. *Memory, 23*(5), 774–785. <https://doi.org/10.1080/09658211.2014.927505>
- Hanssen, M. M., Peters, M. L., Vlaeyen, J. W. S., Meevissen, Y. M. C., & Vancleef, L. M. G. (2013). Optimism Lowers Pain: Evidence Of The Causal Status And Underlying Mechanisms. *Pain, 154*(1), 53–58. <https://doi.org/10.1016/j.pain.2012.08.006>
- Hatari, S., & Setyawan, I. (2018). Hubungan Antara Self Compassion dengan Resiliensi pada Mahasiswa yang Sedang Mengerjakan Skripsi di Fakultas Psikologi Universitas Diponegoro. *Empati, 7* (1), 5459.
- Hayter, M. R., & Dorstyn, D. S. (2014). Resilience, Self-Esteem And Self-Compassion In Adults With Spina Bifida. *Spinal Cord, 52*(2), 167–171. <https://doi.org/10.1038/sc.2013.152>
- Hidayat, D. (2011). Permasalahan mahasiswa. *Kopertis. or. Id.*
- Holdsworth, S., Turner, M., & Scott-Young, C. M. (2018). ... Not drowning, waving. Resilience and university: A student perspective. *Studies in Higher Education, 43*(11), 1837–1853.
- Irianto, M. A., Rahman, F., & Abdillah, H. Z. (2021). Konsep diri sebagai prediktor resiliensi pada mahasiswa. *Psikostudia: Jurnal Psikologi, 10*(1), 1–10.
- Jay Miller, J., Lee, J., Shalash, N., & Poklembova, Z. (2020). Self-Compassion Among Social Workers. *Journal of Social Work, 20*(4), 448–462. <https://doi.org/10.1177/1468017319829404>
- Kawitri, A. Z., Rahmawati, B. D., Arruum, R., & Rahmatika, R. (2019). Self-Compassion and Resilience among Adolescents Living at Social Shelters. *Jurnal Psikogenesis, 7*(1), 76–83.
- Kemper, K. J., Mo, X., & Khayat, R. (2015). Are Mindfulness and Self-Compassion Associated with Sleep and Resilience in Health Professionals? *Journal of Alternative and Complementary Medicine, 21*(8), 496–503. <https://doi.org/10.1089/acm.2014.0281>
- Laura Campbell-Sills, & Stein, M. B. (2007). Psychometric Analysis and Refinement of the Connor–Davidson Resilience Scale (CD-RISC): Validation of a 10-Item Measure of Resilience. *Journal OfTraumatic Stress, 20*(6), 1019–1028. <https://doi.org/10.1002/jts>
- Laursen, B., & Hartl, A. C. (2013). Understanding Loneliness During Adolescence: Developmental Changes That Increase The Risk Of Perceived Social Isolation. *Journal of Adolescence, 36*(6), 1261–1268. <https://doi.org/10.1016/j.adolescence.2013.06.003>
- Lee, J. H., Nam, S. K., Kim, A. R., Kim, B., Lee, M. Y., & Lee, S. M. (2013). Resilience: A Meta-Analytic Approach. *Journal of Counseling and Development, 91*(3), 269–279. <https://doi.org/10.1002/j.1556-6676.2013.00095.x>
- Listiyandini, R. A. (2016). Peranan Optimisme terhadap Resiliensi pada Mahasiswa Tingkat Akhir yang Mengerjakan Skripsi Empathy and Resilience among Indonesian Medical

Students View project. 1 (1). April.

- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work. *NIH Public Access, 71(3)*, 543–562.
- MacBeth, A., & Gumley, A. (2012). Exploring Compassion: A Meta-Analysis Of The Association Between Self-Compassion And Psychopathology. *Clinical Psychology Review, 32(6)*, 545–552. <https://doi.org/10.1016/j.cpr.2012.06.003>
- Maciejewski, D. F., Van Lier, P. A. C., Neumann, A., Van Der Giessen, D., Branje, S. J. T., Meeus, W. H. J., & Koot, H. M. (2014). The Development of Adolescent Generalized Anxiety and Depressive Symptoms in the Context of Adolescent Mood Variability and Parent-Adolescent Negative Interactions. *Journal of Abnormal Child Psychology, 42(4)*, 515–526. <https://doi.org/10.1007/s10802-013-9797-x>
- Magnus, C. M. R., Kowalski, K. C., & McHugh, T. L. F. (2010). The Role of Self-compassion in Women's Self-determined Motives to Exercise and Exercise-related Outcomes. *Self and Identity, 9(4)*, 363–382. <https://doi.org/10.1080/15298860903135073>
- Marsh, I. C., Chan, S. W. Y., & Macbeth, A. (2017). Self-Compassion And Psychological Distress In Adolescents — A Meta-Analysis. *Mindfulness, 1–17*.
- Meevissen, Y. M. C., Peters, M. L., & Alberts, H. J. E. M. (2011). Become More Optimistic By Imagining A Best Possible Self: Effects Of A Two Week Intervention. *Journal of Behavior Therapy and Experimental Psychiatry, 42(3)*, 371–378. <https://doi.org/10.1016/j.jbtep.2011.02.012>
- Michael F. Scheier, & Carver, C. S. (2016). Dispositional Optimism and Physical Health: A Long Look Back, A Quick Look Forward. *Physiology & Behavior, 176(1)*, 139–148. <https://doi.org/10.1016/j.physbeh.2017.03.040>
- Min, J. A., Jung, Y. E., Kim, D. J., Yim, H. W., Kim, J. J., Kim, T. S., Lee, C. U., Lee, C., & Chae, J. H. (2013). Characteristics Associated With Low Resilience In Patients With Depression And/Or Anxiety Disorders. *Quality of Life Research, 22(2)*, 231–241. <https://doi.org/10.1007/s11136-012-0153-3>
- Mosewich, A. D., Kowalski, K. C., Sabiston, C. M., Sedgwick, W. A., & Tracy, J. L. (2011). Self-Compassion: A Potential Resource for Young Women Athletes. *Journal of Sport and Exercise Psychology, 33(1)*, 103–123. <https://doi.org/10.1123/jsep.33.1.103>
- Neff, K. (2003). Self-Compassion: An Alternative Conceptualization of a Healthy Attitude Toward Oneself. *Self and Identity, 21(2)*, 85–101. <https://doi.org/10.1080/15298860390129863>
- Neff, K. D. (2003). The development and validation of a scale to measure self-compassion. *Self and Identity, 2(3)*, 223–250.
- Neff, K. D. (2016). The Self-Compassion Scale is a Valid and Theoretically Coherent Measure of Self-Compassion. *Mindfulness, 7(1)*, 264–274. <https://doi.org/10.1007/s12671-015-0479-3>
- Neff, K. D., & Germer, C. K. (2013). A Pilot Study and Randomized Controlled Trial of the Mindful Self-Compassion Program. *Journal of Clinical Psychology, 69(1)*, 28–44. <https://doi.org/10.1002/jclp.21923>
- Nes, L. S., & Segerstrom, S. C. (2015). Dispositional Optimism and Coping: A Meta-Analytic Review. *Personality and Social Psychology Review, 10(3)*, 235–251. <https://doi.org/10.1207/s15327957pspr1003>
- Nurtjahjanti, Harlina; Ratnaningsih, I. Z. (2012). Hubungan Kepribadian Hardiness Dengan Optimisme Pada Calon Tenaga Kerja Indonesia (CTKI) Wanita Di BLKLN Disnakertrans Jawa Tengah. *Jurnal Psikologi Undip, 11(2011)*.
- Oberle, E., Guhn, M., Gadermann, A. M., Thomson, K., & Schonert-Reichl, K. A. (2018). Positive Mental Health And Supportive School Environments: A Population-Level Longitudinal Study Of Dispositional Optimism And School Relationships In Early Adolescence. *Social Science and Medicine, 214(6)*, 154–161. <https://doi.org/10.1016/j.socscimed.2018.06.041>

- Omar, A. (2014). Explanatory Variables Of Resilience In Latin American Youngsters. *Second World Congress on Resilience: From Person to Society, May 2014*, 91–106.
- Pedrosa, I., Celis-Atenas, K., Suárez-Álvarez, J., García-Cueto, E., & Muñiz, J. (2015). Cuestionario Para La Evaluación Del Optimismo: Fiabilidad Y Evidencias De Validez. *Terapia Psicológica*, 33(2), 127–138. <https://doi.org/10.4067/S0718-48082015000200007>
- Permatasari, A. P. (2017). Hubungan Antara Self-Compassion Dengan Resiliensi Pada Istri Anggota Satuan Brigade Mobil Kepolisian Daerah Jawa Tengah (Satbrimob Polda Jateng). *Jurnal Empati*, 6(4), 362–367.
- Raes, F., Pommier, E., Neff, K. D., & Van Gucht, D. (2011). Construction and Factorial Validation of a Short Form of the Self-Compassion Scale. *Clinical Psychology and Psychotherapy*, 18(3), 250–255. <https://doi.org/10.1002/cpp.702>
- Rankin, J. L., Lane, D. J., Gibbons, F. X., & Gerrard, M. (2004). Adolescent Self-Consciousness: Longitudinal Age Changes and Gender Differences in Two Cohorts. *Journal of Research on Adolescence*, 14(1), 1–21. <https://doi.org/10.1111/j.1532-7795.2004.01401001.x>
- Reivich, K., & Shatté, A. (2002). *The resilience factor: 7 essential skills for overcoming life's inevitable obstacles*. Broadway Books.
- Rizki, U. Y. (2013). Hubungan Kesiapan Belajar Dengan Optimisme Mengerjakan Ujian. *Educational Psychology Journal*, 2(1), 49–56.
- Roellyana, S., & Listiyandini, R. A. (2016). Peranan Optimisme terhadap Resiliensi pada Mahasiswa Tingkat Akhir yang Mengerjakan Skripsi. *Prosiding Konferensi Nasional Peneliti Muda Psikologi Indonesia*, 1(1), 29–37.
- Salim, F., & Fakhurrozi, M. M. (2020). Efikasi diri akademik dan resiliensi pada mahasiswa. *Jurnal Psikologi*, 16(2), 175–187.
- Setyawan, I., & Sofiachudairi. (2018). Hubungan Antara Self Compassion Dengan Resiliensi Pada Mahasiswa Yang Sedang Mengerjakan Skripsi Di Fakultas Psikologi Universitas Diponegoro. *Jurnal Empati*, 7(1), 54–59.
- Silverman, A. M., Verrall, A. M., Alschuler, K. N., Smith, A. E., & Ehde, D. M. (2017). Bouncing Back Again, And Again: A Qualitative Study Of Resilience In People With Multiple Sclerosis. *Disability and Rehabilitation*, 39(1), 14–22. <https://doi.org/10.3109/09638288.2016.1138556>
- Sirois, F. M., Kitner, R., & Hirsch, J. K. (2015). Self-Compassion, Affect, and Health-Promoting Behaviors. *Health Psychology*, 34(6), 661–669. <https://doi.org/10.1037/hea0000158>
- Skrove, M., Romundstad, P., & Indredavik, M. S. (2013). Resilience, Lifestyle And Symptoms Of Anxiety And Depression In Adolescence: The Young-HUNT Study. *Social Psychiatry and Psychiatric Epidemiology*, 48(3), 407–416. <https://doi.org/10.1007/s00127-012-0561-2>
- Slavin, S. J., Hatchett, L., Chibnall, J. T., Schindler, D., & Fendell, G. (2011). Helping medical students and residents flourish: A path to transform medical education. *Academic Medicine*, 86(11), e15.
- Smeets, E., Neff, K., Alberts, H., & Peters, M. (2014). Meeting Suffering With Kindness: Effects of a Brief Self-Compassion Intervention for Female College Students. *Journal of Clinical Psychology*, 70(9), 794–807. <https://doi.org/10.1002/jclp.22076>
- Tanaka, M., Wekerle, C., Schmuck, M. Lou, & Paglia-Boak, A. (2011). The Linkages Among Childhood Maltreatment, Adolescent Mental Health, And Self-Compassion In Child Welfare Adolescents. *Child Abuse and Neglect*, 35(10), 887–898. <https://doi.org/10.1016/j.chiabu.2011.07.003>
- Terrill, A. L., Molton, I. R., Ehde, D. M., Amtmann, D., Bombardier, C. H., Smith, A. E., & Jensen, M. P. (2016). Resilience, age, and perceived symptoms in persons with long-term physical disabilities. *Journal of Health Psychology*, 21(5), 640–649.

- Terry, M. L., & Leary, M. R. (2011). Self-Compassion, Self-Regulation, and Health. *Self and Identity*, 10(3), 352–362. <https://doi.org/10.1080/15298868.2011.558404>
- Thomson, K. C., Schonert-Reichl, K. A., & Oberle, E. (2015). Optimism in early adolescence: Relations to individual characteristics and ecological assets in families, schools, and neighborhoods. *Journal of Happiness Studies*, 16, 889–913.
- Verplanken, B., & Tangeder, Y. (2011). No Body Is Perfect: The Significance Of Habitual Negative Thinking About Appearance For Body Dissatisfaction, Eating Disorder Propensity, Self-Esteem And Snacking. *Psychology and Health*, 26(6), 685–701. <https://doi.org/10.1080/08870441003763246>
- Waller, M. A., & Okamoto, S. K. (2003). Resiliency factors related to substance use/resistance: Perceptions of Native adolescents of the Southwest. *J. Soc. & Soc. Welfare*, 30, 79.
- Warner, T. D., & Swisher, R. R. (2015). Adolescent Survival Expectations: Variations by Race, Ethnicity, and Nativity. *Journal of Health and Social Behavior*, 56(4), 478–494. <https://doi.org/10.1177/0022146515611730>
- Warsini, S., Astuti, A. F., Sari, D. N., Lestari, P. P., Pratiwi, S. D., Masdar, M., Prasetyo, N. A., Indriati, D. F., & Marchira, C. R. (2019). Factors Affecting Resilience Of Drug Abusers At Correctional Facilities. *Medisains*, 17(2), 26. <https://doi.org/10.30595/medisains.v17i2.4947>
- White, B., Driver, S., & Warren, A. M. (2010). Resilience and Indicators of Adjustment During Rehabilitation From a Spinal Cord Injury. *Rehabilitation Psychology*, 55(1), 23–32. <https://doi.org/10.1037/a0018451>
- Widuri, E. L. (2012). Regulasi emosi dan resiliensi pada mahasiswa tahun pertama. *Humanitas*, 9(2), 147.
- Widuri, E. L., Psikologi, F., & Dahlan, U. A. (2013). Regulasi Emosi Dan Resiliensi Pada Mahasiswa Tahun Pertama. *Humanitas*, 9(2), 147–156. <https://doi.org/10.26555/humanitas.v9i2.341>
- Yarnell, L. M., & Neff, K. D. (2013). Self-compassion, interpersonal conflict resolutions, and well-being. *Self and Identity*, 12(2), 146–159.