

Psychological Well-Being Influenced by Self-Compassion and Loneliness among Overseas Students in Jakarta

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Abstract

The importance of psychological well-being for overseas students affects positive psychological functions that positively impact both internally (on themselves) and externally (on their circles). This research was a quantitative approach aimed at finding out the influence of self-compassion on psychological well-being, with loneliness as a mediator among them. One hundred sixty overseas students in Jakarta were selected based on a purposive sampling technique. The data collection applied a psychological scale. The scale used to measure self-compassion was adapted from the Self Compassion Scale-Short Form, and the scale used to measure psychological well-being was adapted from the Ryff Psychological Well-Being scale. The scale used to measure loneliness is called the R-UCLA Loneliness Scale (Version 3). The data was analyzed using a double regression test. The results showed: a) self-compassion has a negative influence on loneliness by 27% ($R^2 = 0.2736$); b) loneliness has a negative influence on psychological well-being by 30% ($R^2 = 0.302$); c) self-compassion has a positive influence on psychological well-being by 35% ($R^2 = 0.3587$); and d) the influence of loneliness as a mediator of self-compassion toward psychological well-being is 43% ($R^2 = 0.4358$).

Keywords: Loneliness; Overseas Students; Psychological Well-Being; Self-Compassion

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Introduction

The mal-distribution quality of education in Indonesia led some students to leave their hometowns to pursue a more quality education (Rufaida & Kustanti, 2017). One of the most desirable educational destinations is in the capital city of Jakarta. Students who leave their

hometowns to complete their education are called nomads. Overseas students have a heavier burden than students domiciled on that destination campus.

Students who do not have any ability to adapt to things will always feel depressed and stressed. This will also harm the overseas students who feel culture-shock symptoms such as stress, depression, and frustration (Devinta & Hidayah, 2015). A person with good psychological well-being has a positive evaluation of his or her life experiences, can feel happiness and is free from various psychological pressures (Singh, Mohan, & Anasseri, 2012). Based on those conditions, overseas students must have psychological well-being. The overseas students who face double challenges are required to have positive psychological well-being and self-compassion. Breines and Chen (2012) argued that self-compassion makes people aware of their shortcomings and mistakes, which motivates them to try harder. Someone may have self-compassion when they have a high level of positive components followed by a reduced level of harmful components (Neff et al., 2019).

Psychological well-being is an individual's happiness based on positive emotions and life satisfaction, enabling them to understand and appreciate their lives fully. Gonzalez-Celis, Becerra, Saucedo, Gaytan, and Rodríguez (2016) argued that individuals with high psychological well-being could be described as the ones with a positive evaluation of themselves. Their past, environmental mastery, positive relationships with others, self-determination, and their belief that their lives have goals and meanings, growth, and sustainable development as a person. Beech and Murray (2013) even revealed that psychological well-being could be used as encouragement in exploring the potential of someone so that the ones who can accept themselves as they are, there are no symptoms of depression and always have a purpose in their lives that positive psychological functions may influence in the form of self-actualization, mastery of the social environment, and environmental mastery. Therefore, overseas students who have high psychological well-being can positively impact themselves and their environment due to their positive feelings, feelings of happiness, a purpose in life, the ability to engage in activities to develop their potential, and a good relationship with their circles.

Psychological well-being is not only about happiness as a leading indicator of an individual's self-well-being, but it is also related to the individual's ability to actualize his/her potential to achieve psychological well-being (Singh, Mohan & Anasseri, 2012). Thus, the student's psychological well-being impacts not only their life satisfaction lived in that place but also their academics on campus. Trucchia, Lucchese, Enders, and Fernandez (2013) revealed that students might have good academic performance related to high satisfaction and psychological well-being, which makes them easily able to overcome their problematic situations and problems solving.

Based on the research results conducted by Sun, Chan, and Chan (2016), self-compassion has a positive effect on psychological well-being. Felder, Lemon, Shea, Kripke, and Dimidjian (2016) also suggested that self-compassion influences psychological well-being among women who experience symptoms of depression and anxiety. Research data from Azad, Manshaei, and Ghamarani (2019) also showed that self-compassion could significantly predict the psychological well-being of disabled's caregivers. Adine, Listiyandini, dan Rahmatika (2018) revealed a new case in their research among poor adolescents in Jakarta that self-compassion also has a role in the quality of life of poor adolescents, so they may have self-compassion that can improve their quality of life-related to their health. Marsh, Chan, and Macbeth (2017) added that self-compassion is also significantly related to psychological distress individual intervention.

Unfortunately, Hidayati (2015) found no relationship between self-compassion and psychological well-being among junior high-Islamic boarding school students. Moreover, self-compassion is also associated with low homesickness among cyber Korean University Students (Kyeong, 2013). Based on the description above, the researchers concluded that the results of previous studies are not conclusive. Overseas students who may have self-compassion can positively affect psychological well-being. On the contrary, some studies do not have similar results. Also, relatively little research has attempted to identify mechanisms that may underlie the relationship between self-compassion and psychological well-being among overseas students. The current study extends this investigation by determining whether the loneliness variable mediates self-compassion's associations with psychological well-being.

A study showed that individuals with good social contact and intense feelings of attachment in a group might have low feelings of loneliness (Beech & Murray, 2013). This can affect the psychological well-being of students, especially overseas students. Peplau and Perlman (1989) (in Bhagchandani, 2017) argued that someone might have a low number of social relationships that can make for an unpleasant experience, both qualitatively and quantitatively, and cause feelings of loneliness, so this is associated with low psychological well-being.

The existence of self-compassion can reduce the feelings of overseas students because they respond warmly and support themselves so that the students are motivated to lower their loneliness levels. Thus, the low loneliness the overseas students feel also affects their psychological well-being. Doman and Le Roux (2012) showed that people with low levels of psychological well-being tend to experience higher levels of loneliness and vice versa. The same thing was also revealed by Saygin and Deniz (2014), who stated that there is an influence on psychological well-being on someone. Overseas students with a high psychological well-being dimension may also feel less lonely (Halim & Dariyo, 2016). Loneliness has an influence on self-compassion and psychological well-being among overseas students.

The lack of research on the influence of self-compassion on psychological well-being, mainly caused by loneliness among overseas students, makes the researchers interested in conducting this study. This research is expected to increase the understanding of the relationship between self-compassion and the psychological well-being of overseas students by mediating the influence of loneliness. The hypotheses tested in this study are that 1) self-compassion has a positive influence on psychological well-being, 2) self-compassion has a negative influence on loneliness, 3) loneliness influences psychological well-being, and 4) self-compassion has a negative influence on psychological well-being, with loneliness as a mediator among them.

Method

Design

This research is quantitative research with a correlational nature, which aims to find the correlation and the impact of self-compassion and loneliness on psychological well-being.

Participants

This research sampling applied non-probability sampling with purposive sampling techniques. This technique does not provide the same opportunity for every element or member of the population to be selected as a sample. The sample that fulfilled the criteria included 1) overseas students in Jakarta city, 2) in the second, third, and fourth semesters, and 3) age range from 17 to 22 years. Finally, the sample number of 160 overseas students from various universities in Jakarta city with details of students the age of 17 years as many as four respondents (3%), 18 years as many as 40 respondents (25%), 19 years as many as 72 respondents (45%), 20 years as many as 29 respondents (18%), 21 years as many as ten respondents (6%), and 22 years as many as five respondents (3%). Whereas in the second semester, there were as many as 151 respondents (94%), and there were nine respondents (6%) in the fourth semester.

Measurement

The scale used to measure self-compassion is adapted from the Self Compassion Scale-short Form, which measures six aspects, namely, self-kindness, common humanity, and mindfulness, and three versus complements, namely, self-judgment, isolation, and over-identification. The scale used to measure psychological well-being was adapted from the Ryff Psychological Well-Being scale. The scale used to measure loneliness is the R-UCLA Loneliness Scale (Version 3), compiled and designed by Russell (1996). There are three aspects measured in the Loneliness scale, namely personality loneliness, social desirability loneliness, and depression loneliness.

Data Analysis

Some steps in data analysis consist of preparation, implementation, and data analysis. The preparation was done by making a research design and preparing variable instruments to be measured. The scale was drawn from previous studies on self-compassion, loneliness, and psychological well-being. This research was implemented on a large scale through the Google Forms application. Finally, in the data analysis, the researchers applied regression tests along with mediators (mediation regression analysis variables) to examine the hypothesis of the influence of self-compassion (X) on psychological well-being (Y) mediated by loneliness (M) with the help of SPSS (Statistical Program for Social Science) software. The researchers finally wrote research results reports that included an abstract, research results, discussion, and conclusions.

Result

Table I shows that the variable of self-compassion has a minimum score of 26 or becomes the lowest score, while the maximum score, or the highest score, is 59. Furthermore, the mean score obtained is 40.9250 with a standard deviation of 6.41299. Loneliness has a minimum score of 20, while the maximum score, or the highest score, is 80. The average score obtained is 47.7062, with a standard deviation of 11.28844. In variable psychological well-being, it has a minimum or lowest score of 43, while the maximum score or the highest score is 86, with a mean score of 66.4188 and a standard deviation of 7.93010.

Table I

Statistical Descriptive Test

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Self-Compassion (X)	160	33.00	26.00	59.00	40.9250	6.41299	41.126
Loneliness (M)	160	60.00	20.00	80.00	47.7062	11.28844	127.429
Psychological Well-Being (Y)	160	43.00	43.00	86.00	66.4188	7.93010	62.886
Valid N (listwise)	160						

Classic Assumption Test Results

The classical assumptions of normality, linearity, heteroscedasticity, and multicollinearity were conducted before applying inferential analysis using regression tests. Based on the normality assumption test using the non-parametric One-Sample Kolmogorov-Smirnov Test, the Asymp. Sig (2-tailed) value obtains the linearity $> 0.05 = .200$, so it can be concluded that the data distribution in this research is normal. Based on the result of the linearity test using the significance level of the value $\alpha = 0.05$ in self-compassion with psychological well-being, it obtained that the sig. = $.000 > 0.05$, which can be concluded that the influence of both variables is linear. The next linearity test is the variable loneliness (M) to psychological well-being (Y), which obtains the result that the sig. value = $.000 > 0.05$, which means that both variables have a linear influence.

Based on the result of a heteroscedasticity test based on scatterplots. There are no symptoms of heteroscedasticity in the regression model if the spreading points are above and below or around the number 0 (zero). The dots (in the following picture) are not only just above or below; the spread data points should not form a wavy pattern, then narrow again. The spread of data points is not patterned. It can be seen in the following result of the heteroscedasticity test with scatterplots image:

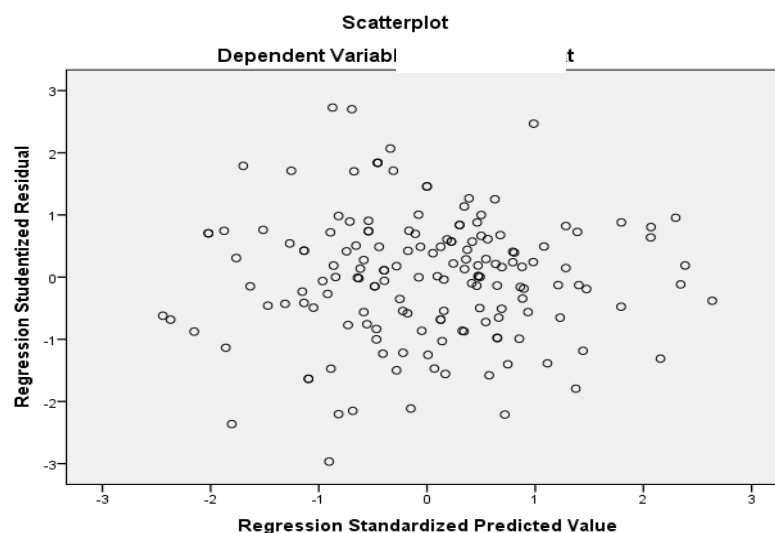


Figure 1 Scatterplot Deployment Graphic

Figure 1 shows that the spreading points are above, below, or around the number 0 (zero). The dots are not only spread above or below, but the spread of data points should not form a wavy pattern, then narrow again. The spread of data points is not patterned. Thus, the researchers conclude that there are no symptoms of homoscedasticity.

Based on the results of the multicollinearity test, the value of tolerance of self-compassion and loneliness is .726, which means that it is more significant than 0.1. The VIF value of self-compassion and loneliness is 1.377, meaning it is less than 10. Based on these values, it can be concluded that there is no multicollinearity.

F-Hayes Regression Hypothesis Test

Based on the results of the test conducted, it is obtained that the track coefficient (β) of the self-compassion (X) toward loneliness (M) is (β) = -0.9207, and the significance is at the level of $p < 0.05$ (because the value of $p = 0.00$ is smaller than 0.05). The T_{count} value (158) is = -7.7140. The magnitude of the influence of self-compassion (X) on loneliness (M) is 27%, $R^2 = 0.2736$, $p = 0.000 < 0.05$. The F_{count} value (1.158) is = 59.5053. Therefore, it can be concluded that self-compassion (X) has a negative influence on loneliness (M); the higher the self-compassion (X), the lower the loneliness (M), $B = -0.921$.

The next test shows some results that the track coefficient (β) of loneliness (M) toward psychological well-being (Y) is (β)=0.302, and the significance is at $p < 0.05$ (because the value of $p = 0.00$ is less than 0.05). The T_{count} value (158) is = -8.275. The magnitude of the influence of loneliness (M) on psychological well-being (Y) is 30%, $R^2 = 0.302$, $p = 0.000 < 0.05$. The F_{count} value (1.158) is = 68.471. The researchers conclude that loneliness (M) has a negative influence on psychological well-being (Y); the higher the loneliness (M), the lower the psychological well-being (Y), $B = -0.550$.

Next Subsequent test shows that the track coefficient (β) of the self-compassion (X) toward psychological well-being (Y) is 0.7406, and the significance is at the p level < 0.05 (since the value of $p = 0.00$ is less than 0.05). The T_{count} value (158) is = 9.4013. The magnitude of the influence of the self-compassion (X) on psychological well-being (Y) is 35%, $R^2 = 0.3587$, $p = 0.000 < 0.05$.

The $F_{\text{-count}}$ value (1.158) is = 88.3841. Therefore, it can be concluded that self-compassion (X) has a positive correlation with psychological well-being (Y); the higher the self-compassion (X), the higher the psychological well-being (Y), $B = 0.741$.

The following test shows that the coefficient value of the self-compassion track (X) toward the psychological well-being (Y) after the loneliness (M) is controlled (c') $\beta = -0.2288$, and the significance is at the p level < 0.05 (since the value $p = 0.00$ is less than 0.05). The $T_{\text{-count}}$ value (158) is = -4.6303. Whereas, if the self-compassion (X) is controlled, the loneliness (M) toward the psychological well-being (Y) occurs a significant positive influence, it is known based on the track coefficient of $\beta = 0.5300$, and the significance is at the level of $p < 0.05$ (because the value of $p = 0.00$ is less than 0.05). The $T_{\text{-count}}$ value (158) is = 6.0934. The magnitude of the influence of the loneliness (M) as a mediator of the self-compassion (X) on psychological well-being (Y) is 43%, $R^2 = 0.4358$, the value of $F_{\text{-count}}$ (2.157) is = 60.6289, and the value of probability (p) is = $0.000 < 0.05$.

Table 2

The total effect, Direct Effect, and Indirect Effect on The Influence of Self-Compassion on Psychological Well Being

Influence	Effect	p	Description
Total	0.7406	0.000	Significant
Direct	0.5300	0.000	Significant
Indirect	0.2106	0.000	Significant

Based on table 2, it is known that the total effect of this research on the influence of self-compassion (X) on psychological well-being (Y) is 0.7406 with a value of $p = 0.000 < 0.05$. The researchers conclude that self-compassion (X) has a significant influence on psychological well-being (Y). The direct effect can be known in the correlation of self-compassion (X), which has an influence of 0.5300 on psychological well-being (Y) with a value of $p = 0.000 < 0.05$. This proves that self-compassion (X) is influential in psychological well-being (Y). As for the indirect effect, it

is known that the correlation of self-compassion (X) has an indirect effect as much as psychological well-being (Y) of 0.2106 with $p = 0.000 < 0.05$. So, it can be concluded that the existence of self-compassion (X) affects psychological well-being (Y) through the intermediary of loneliness (M).

The mediation model shows that self-compassion has a significant influence on psychological well-being (track c: $(\beta) = 0.7406$, $p = 0.000 < 0.05$). Furthermore, self-compassion negatively influences loneliness; the higher self-compassion, the lower loneliness ($\beta = -0.92$, $p = 0.000 < 0.05$). Furthermore, loneliness has a negative influence on psychological well-being; the higher loneliness, the lower psychological well-being ($(\beta) = -0.550$, $p = 0.000 < 0.05$).

If the loneliness is controlled, there is a significant negative influence between self-compassion and psychological well-being ($\beta = -0.2288$, $p = 0.000 < 0.05$). Whereas, if self-compassion is controlled, the loneliness has a positive influence on psychological well-being ($(\beta) = 0.5300$, $p = 0.000 < 0.05$). It indicates that loneliness mediates the influence of self-compassion and psychological well-being. In total effects, it is known that self-compassion affects psychological well-being (effect: 0.07406, $p = 0.000 < 0.05$). In direct effect, self-compassion affects psychological well-being (effect: 0.05300, $p = 0.000 > 0.05$). In indirect effect, it is known that self-compassion affects psychological well-being through the intermediary of loneliness (effect: 0.2106, $p = 0.000 < 0.05$).

Discussion

Based on the analysis results, the researchers conclude that H_1 research is accepted, meaning self-compassion significantly influences psychological well-being. H_2 research is accepted, which means that self-compassion has a significant influence on loneliness. H_3 research is accepted, which means that loneliness has a significant influence on psychological well-being. Then, H_4 research is accepted because self-compassion significantly influences psychological well-being along with loneliness as a mediator between them.

The test results for hypothesis 1 (H_2) show that self-compassion positively influences psychological well-being, which means the higher the self-compassion of the overseas students in Jakarta, the higher their psychological well-being. The results can answer the predictions of several previous studies, which explained the influence of self-compassion and psychological well-being. It is based on Felder, Lemon, Shea, Kripke, and Dimidjian (2016), who said self-compassion influenced psychological well-being. Self-compassion plays a role in influencing someone's personality, which has a relationship with someone's ability to adapt to new environments, and they become aware of their potential and free from various psychological pressures in their lives. Felder, Lemon, Shea, Kripke, and Dimidjian (2016) stated positive self-evaluation, positive relationships with others, and accepting positive and negative things (Gonzalez-Celis, Becerra, Saucedo, Gaytan, & Rodriguez, 2016). Thus, self-compassion also influences overseas students' psychological well-being because psychological well-being is related to their ability to actualize their potential to achieve psychological well-being (Singh, Mohan, & Anasseri, 2012).

The test results for the second hypothesis (H_2) show that self-compassion negatively influences loneliness, which means that the higher the self-compassion of overseas students in Jakarta, the lower the loneliness. The negative influence of self-compassion (X) on loneliness (M) indicates that the role of high self-compassion influences someone's happiness (Neff, 2012); it includes motivation and positive thoughts (Breines & Chen, 2012; Neff et al., 2019), which means that someone's level of self-compassion can reduce the level of loneliness experienced. Thus, it is examined that the low loneliness felt by the overseas students is due to the influence of self-compassion and is made better due to the support, their lovely friends, and indeed from themselves (Beech & Murray, 2013).

The test results for hypothesis 3 (H_3) show that loneliness negatively influences psychological well-being, which means that the higher the loneliness of overseas students in Jakarta, the lower the psychological well-being itself. Several studies support these results; Doman and Le Roux (2012), who observed early adults, stated that loneliness has a relationship with psychological well-being, which means someone who has high psychological well-being may experience lower levels of loneliness, while individuals with low psychological well-being may experience high levels of loneliness. Loneliness (M) has a negative influence on psychological well-being (Y), which

indicates that overseas students who have a high level of loneliness tend to have problems with perceived psychological well-being (Doman & Le Roux, 2012).

The test results for hypothesis 4 (H_4) show that self-compassion significantly negatively influences psychological well-being along with loneliness as a mediator between them. Discussion of the mediation model of the three variables (self-compassion, psychological well-being, and loneliness as mediation variables) shows that if loneliness is controlled, self-compassion has a significant negative influence on psychological well-being. This result is reinforced by Neff (2012), who argued that self-compassion balances positive emotions and influences the improvement of psychological well-being. Thus, overseas students who have a level of loneliness become one factor of their self-compassion (Zawadzki, Graham, & Gerin, 2013), which is also associated with low homesickness (Kyeong, 2013), where low levels of homesickness may burnout their academic careers, which are associated with low levels of loneliness among overseas students (Thurber & Walton, 2013). It means that high self-compassion can increase psychological well-being. This correlation is further strengthened because of the loneliness role in mediating between self-compassion and psychological well-being. Self-compassion can affect the loneliness felt by overseas students and may have a positive effect on psychological well-being (Doman & Le Roux, 2012).

In this study, it was found that there was a limited number of respondents' diverse proportions based on age. From 17–22, the most significant number is 22. The proportions should be the same.

Conclusion

Based on the research results, the researchers conclude that the four hypotheses proposed are accepted because there is a positive influence between self-compassion and psychological well-being among overseas students in Jakarta, both directly and indirectly, and the influence between self-compassion and psychological well-being changes the direction of the negative influence when it is mediated by loneliness, which means the higher self-compassion, the lower the psychological

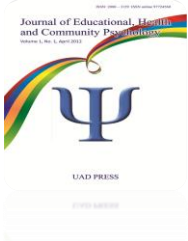
well-being along with loneliness as a mediator among them. This strengthens the mediation role between self-compassion and psychological well-being.

The recommendation for future research is to polarize further chances of other variables, especially variables that positively influence self-compassion and psychological well-being. It is also necessary to pay more attention to demographic factors from the respondents' data related to the influence of self-compassion and psychological well-being.

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