THE INFLUENCE OF SELF-COMPASSION ON ANXIETY IN FINAL YEAR STUDENT IN JAKARTA

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ABSTRACT

The preparation of a final project or thesis is one of the requirements for obtaining a bachelor's degree. However, the process of preparing a final project or thesis is often a triggering factor for psychological conditions, one of them is anxiety. Anxiety can lead to many undesirable things, from depression to suicide. Self-compassion can be one of the influences in reducing anxiety levels in final year students. This study was conducted with the aim of testing the effect of self-compassion on anxiety in final year students in Jakarta who are preparing their final project or thesis. This study involved 97 female respondents and 45 male respondents. This study uses the State-Trait Anxiety Inventory and the Self-Compassion Scale. Data collection was conducted by purposive sampling with descriptive research type. The method used is a quantitative method. Hypothesis testing through SPSS with linear regression technique, obtained a significance value of less than 0.001 (p < 0.05). Based on the results shown, there is a significant effect between self-compassion and anxiety. The results also indicated that the higher the self-compassion, the lower the anxiety, and vice versa.

Keywords: *Self-Compassion, Anxiety, Final Year Student*

1. PREFACE

Undergraduate students in Jakarta need the ability to face various challenges in urban areas. Undergraduate students also need to complete a final project or thesis. Difficulties that are often faced in completing a thesis include finding an appropriate title, formulating problems, systematic writing, finding literacy materials, and also the time limit determined by the campus [1]. Completing a thesis is also influenced by the ability to work independently, social integration, social support, financial condition, and several other things [2]. According to research conducted by Hariyadi and colleagues [3], completing the thesis is also influenced by faculty policies in completing the thesis, student efforts in completing the thesis, and financial problems. With many factors to complete the study, students cannot be separated from the emotions they feel and certain mental conditions such as stress and anxiety.

One of the psychological conditions experienced by final year students is anxiety. Anxiety is a normal reaction to stress, while anxiety disorders are different from normal anxiety, these disorders involve excessive fear and worry [4]. Under normal conditions, anxiety occurs because of reactions to various situations in our lives. Normal anxiety is usually a normal reaction to danger, threats, and various types of events and situations in our lives [5]. Normal anxiety is usually related to a specific situation or problem, lasts only as long as the situation occurs, and is a realistic response to a realistic problem. According to past studies, high average anxiety is found in students who are working on thesis [6], the same as anxiety in communicating found in students who did thesis guidance with lecturers [7]. Anxiety in doing thesis is also rated quite high based on emotional reactions and cognitive reactions [8].

Anxiety can lead to much more dangerous things, one of them is suicide. In September 2021, a student was found at the Soekarno-Hatta Bridge, Malang, East Java wanted to commit

suicide due to pressure while working on their thesis and financial problems [9]. The impact of anxiety can also affect an individual's performance in working on a thesis or final project, such as academic procrastination behavior. In a descriptive study conducted by Wulan and Abdullah on third final year students in 2014, they experienced procrastination due to feeling laziness o do thesis, confusion when working on thesis, lack of guidance [10]. In dealing with problems that cause anxiety, students need self-compassion. Self-compassion is an action that involves oneself when experiencing difficult times, failures, or something that is not liked [11]. Final year students will certainly find themselves under pressure because of the process of working on their thesis or final project [12].

Several studies have found that the higher the self-compassion, the lower depression, anxiety, and stress in individual's experience. In relation to self-compassion with anxiety, similar results were found in adolescents and young adults, which is a significant predictor of mental health [13]. Neff and McGehee's findings suggest that individuals who have higher self-compassion show lower levels of anxiety. In a study conducted by Barry et al. found a negative correlation between self-compassion with anxiety and depressive symptoms [14]. This shows that the higher the self-compassion possessed by the individual, the lower depressive symptoms that will be experienced by the individual. In a study conducted with a sample of first-year students, individuals who had high self-compassion also had a decrease in depressive symptoms [15]. Individuals who have self-compassion are likely found to be less reactive towards avoiding difficult experiences, which means that self-compassion will help individuals to go through difficult experiences [16]. Research has shown that self-compassion has a positive effect on anxiety and mood disorders by helping to respond to difficult everyday situations, and has been found to attenuate negative emotional responses to experiences of failure and shame [16, 17].

Research conducted in Indonesia by Sugianto, Suwartono, and Sutanto on students aged 18 to 28 years, stated that the results using the Self-Compassion Scale had a significant negative correlation with the Kessler score of 10 (K10) [18]. This shows that the higher the individual's self-compassion, the lower the psychological distress that the individual has. In relation to suicidal ideation, self-compassion also plays a strong role. Research conducted by Hasking, et al. on undergraduate students with an average age of 20 years it was found that self-compassion can be an important mechanism that leads to suicidal ideation because of its dimension, namely from self-critical to self-soothing [19]. Self-compassion uniquely predicts suicidal behavior, self-criticism, depression, and hopelessness [20].

Our Contribution
In the research that has been done, there is still a lack of literature explaining self-compassion. In addition, participants in the previous study were not final year students, so there is a possibility of differences in anxiety levels. Knowing the urgency and the phenomena that have been described, this research is important to do in order to minimize the worst case. Researchers are interested to know more about the influence of self-compassion on anxiety in final year students, especially in Jakarta, Indonesia. This research aims to help final year students have more knowledge about self-compassion. With the existence of research on the effect of self-compassion on anxiety in final year students in Jakarta, it is hoped that it can be a reference to find out the importance of self-compassion itself.

Paper Structure

The paper is organized as follows. Section 2 introduces Self-Compassion and Anxiety. Section 3 presents the methods and measurements used in this paper. Section 4 elaborates about the findings and discussion for future research. Section 5 concludes the paper and gives suggestions for the readers.

Self-Compassion

Self-compassion according to Neff comes from Buddhist psychology which is conceptualized in the scientific literature [21]. Neff also states that self-compassion can be extended to oneself when a problem occurs not because of the fault of the individual, but because of external factors from life that are difficult to bear [11]. Self-compassion involves taking action against oneself when experiencing difficult times such as failure or realizing that there is something that you don't like about yourself. With self-compassion, individuals can take the attitude of "others" who give love to themselves.

Self-compassion includes seeing one's own experience as a human experience in general in the light of ordinary human experience, and acknowledging that suffering, failure, and shortcomings are also part of the human condition so that every individual has the right to have self-compassion [21]. The mistake is not only done by oneself, the individual will not feel detached from it [22]. Self-compassion is different from self-pity, where individuals who feel their self-pity are immersed in their own problems and do not realize that other people have the same problems. They see their relationships with others and feel that they suffer the most [21]. This egocentric feeling also exacerbates personal suffering and separates oneself from others. According to Neff [21], self-compassion can help a person to see the experiences of oneself and others without being distorted. Based on what has been described, self-compassion is the ability to understand self-problems that are part of every individual and try to give love to oneself.

Neff [21] explains that self-compassion has three elements, namely: (a) self-kindness versus self-judgment, which requires a warm and understanding attitude towards oneself when experiencing failure, suffering, or inability, rather than avoiding things. and self-blaming with excessive self-criticism which when denied can result in increased stress, frustration, and even increased self-criticism. (b) Common humanity versus isolation, where feelings of frustration arise because things are not in line with individual expectations accompanied by feelings of isolation that make individuals feel the only ones who suffer or create problems so that self-compassion is needed to realize that everything not only happens to yourself but also to humans. (c) Mindfulness versus overidentification, where self-compassion is needed to take a balanced approach between individual negative emotions so as not to be too excessive by connecting personal experiences with the experiences of others. Self-compassion is influenced by several factors [23], including: (a) gender, where women tend to have higher self-compassion; (b) personality; (c) culture; (d) the role of parents; and (e) age. Moningka [24] also states that self-compassion is influenced by social environmental factors, pressure from outside, type of work, education, age, level of self-confidence, motivation, and economy.

Anxiety

Anxiety disorder is a disorder that combines excessive fear and anxiety [4]. According to the 5th edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) [25], anxiety disorders tend to be highly comorbid with fear, anxiety, avoidant behaviour, and

cognitive ideas. Anxiety disorders are different from fear or anxiety in general. The disturbance becomes excessive and even lasts more than 6 (six) months. Based on the American Psychiatric Association [4], anxiety disorders are more often found in women than in men with a ratio of 2:1.

According to the Mayo Clinic [26], there are several factors that increase anxiety disorders, namely: (a) trauma, where children or adults who experience violence or witness traumatic events have a higher risk of anxiety disorders; (b) the stress of having a serious health condition or illness can result in significant anxiety about content such as medication and the future; (c) major events or the buildup of smaller life stress situations may trigger excessive anxiety, such as the death of a family member, job stress, or anxiety about financial conditions; (d) personality, where individuals with certain personality types will be more susceptible to anxiety disorders; (e) other mental health disorders, such as depression, often have an anxiety disorder; (f) the use of drugs and alcohol can exacerbate anxiety.

2. RESEARCH METHOD

Research Design and Respondents

The sampling technique used in this research is purposive sampling. The characteristics of the participants in this study are a student or female students aged 18 to 25 years, currently working on a final project or thesis, and pursuing higher education at a university domiciled in DKI Jakarta. Researchers found 142 people participated in this research. The research participants were 45 male participants and 97 female participants, with additional data from the batch of study, faculty, and duration of the thesis work. The overall description of the respondents can be seen in Table 1.

Table 1
General description of respondents

Respondent Characteristics		n (142)	Percentage (%)
Gender	Male	45	31.7
	Female	97	68.3
Batch of Study	2015	4	2.8
	2016	3	2.1
	2017	8	5.6
	2018	93	65.5
	2019	34	23.9
Faculty	Psychology	45	31.7
	Law	8	5.6
	Information Technology	10	7.0
	Communication	8	5.6
	Engineering	20	14.1
	Economy & Business	24	16.9
	Literature	6	4.2
	Fine Art & Design	6	4.2

	Tourism & Hospitality	4	2.8
	Education & Language	4	2.8
	Political Science	2	1.4
	Biology	2	1.4
	etc.	3	2.1
The duration of the thesis work	<1 semester	73	51.4
	1 semester	42	29.6
	2 semesters	15	10.6
	>2 semesters	12	8.5

Measurement

Reliability of self-compassion scale

The tool to measure self-compassion from this research used The Self-Compassion Scale (SCS) by Kristin Neff which contains 26 (twenty-six) statements. Researchers used the translation into Indonesian SCS by Sugianto and Sutanto. In the reliability test that has been carried out by the researcher, the measuring instrument The Self-Compassion Scale obtained the results of Cronbach's Alpha (α) = .812. There are five items which had corrected item total correlation value under 0.2 in the reliability test, so these items removed

Reliability of the state-trait anxiety inventory

To measure anxiety, researchers used The State-Trait Anxiety Inventory (STAI) developed by Charles D. Spielberger and colleagues. This STAI is feasible to be used to measure anxiety in individuals aged 18 to 69 years [27]. In the Cronbach's Alpha (α) reliability test, overall STAI has a Cronbach's Alpha (α) reliability of .938. The total is 39 items because one item of trait anxiety is deleted because these items had corrected item total correlation value under 0.2.

3. RESULT AND DISCUSSION
Hypothesis analysis was carried out using a regression test which aims to determine whether there is an effect of the independent variable on the dependent variable. Based on the results of the regression test, the value of F = 74,404 and the value of p = < .001 in the analysis of variance (ANOVA) table. This shows that the self-compassion variable has a significant effect on the anxiety variable.

Table 2

Regression test result of self-compassion and anxiety

	ANOVA	
	F	**p**
Self-Compassion and Anxiety	74.404	< .001

The effect of self-compassion on anxiety is 34.7% based on the results of the R^2 = .347 value. The results of the correlation test with Peason Correlation in the correlations table obtained a value of -.589 and p = < .001. This shows that the higher the self-compassion, the lower the anxiety of final year students significantly.

Table 3

Correlations Test Result between Self-Compassion and Anxiety

	Pearson Correlation	**p**
Self-Compassion and Anxiety	-.589	< .001

This study aims to determine the effect of self-compassion on anxiety in final year students in DKI Jakarta. Based on the results of research on 142 students, it was found that there was a significant effect of self-compassion on anxiety. This is in line with research conducted by Finlay-Jones that individuals with high self-compassion have a positive effect on anxiety [16]. In this study, students who have high self-compassion will be better at dealing with their anxiety. The correlation test also found a significant negative correlation, which means that if self-compassion is high, individual anxiety is low and vice versa. This is in line with research conducted by Souza and colleagues that there is a negative correlation on self-compassion and anxiety with the highest relationship between self-compassion and anxiety in South Korea at 75%, while the lowest in the United States is 46%. In this study, there were 34.7% effect of self-compassion on anxiety [28]. This can be influenced by differences in culture and lifestyle. Further research can look for other factors that can have an influence on reducing anxiety levels.

The researcher also conducted additional data analysis. Anxiety differential test based on gender was carried out using independent samples t-test because the data were normally distributed. The results of the Levene's test homogeneity test get a value of F = .120, p = .729 which indicates that the data has homogeneous variance. The data will be said to be insignificant if the value (p) is less than 0.05. In the independent samples t-test, the value of p = .084 was obtained. Therefore, it can be concluded that there is no significant difference in anxiety based on gender.

Table 4

Differences Test of Anxiety Based on Gender

Gender	**Levene's Test**		**t-test**
	F	**p**	**P**
Male Female	.120	.729	.084

The different self-compassion test based on gender was performed using the Mann-Whitney U method. This method was used because the data were not normally distributed. The data will be said to be significant if the value (p) is less than 0.05. In the different test, the value of z = -.895 and p = .371, showed that there was no significant difference in self-compassion based on gender.

Table 5
Differences Test of Self-Compassion Based on Gender

Gender	Z	p
Male	-.895	.371
Female		

In the different tests of self-compassion and anxiety based on gender, there were no significant differences. This is not in line with the study conducted by Yarnell, Neff, and Mullarkey on undergraduate students who showed significant differences in self-compassion in males and females [29]. In a study conducted by Gao, Ping, and Liu also showed that there was a significant difference in anxiety between men and women, where women had higher levels of anxiety [30]. This may be caused by more female participants than male, so that further research can control the gender of the participating individuals.

Anxiety differential test based on final year students who were irritable in the last two weeks before they filled out the questionnaire was conducted using the independent samples t-test method. This method is used because the data is normally distributed. Based on the results of the Levene's Test homogeneity test, it was found that F = 3.194 and p = .076. This shows that the data has a homogeneous variance. In the independent samples t-test, the p value = < .001. Therefore, it can be concluded that there is a significant difference in anxiety among final year students who are irritable in the last two weeks before filling out the questionnaires.

Table 6
Differences Test of Anxiety Based on Irritable

Irritable	Levene's Test		t-test
	F	P	p
Yes	3.194	.076	< .001
No			

The different self-compassion test based on final year students who were irritable in the last two weeks before filling out the questionnaire was conducted using Mann-Whitney U. This method was used because the data were not normally distributed. The data will be said to be normal if the value (p) is less than 0.05. In the Mann-Whitney U test, the value of z = -3.823 and p = < .001, which indicates that there is a significant difference in self-compassion based on final year students who are irritable in the last two weeks before filling out the questionnaire.

Table 7
Differences Test of Self-Compassion Based on Irritable

Irritable	z	P
Yes	-3.823	< .001
No		

In a different test of self-compassion and anxiety on final year students who easily feel angry, significant results were found. In accordance with what was stated by Reilly and Shopshire, that anger happens to something that prevents us from achieving a goal [31]. In this study, the case being faced by students is the final project or thesis. Final year students have a goal to complete their final project or thesis. In a study conducted by Frensnics and Borders, self-compassion has

an effect on decreasing anger levels, so that in the case of this study students who have high self-compassion will not get angry easily [32].

The different anxiety test based on faculty was carried out using the one way ANOVA method because the data were normally distributed and had homogeneous data variance. In the one way ANOVA test, the value of F = 1.684 and p = .077 was obtained. These results indicate that there is no significant difference in anxiety by faculty.

Table 8
Differences Test of Anxiety Based on Faculty

Measure	F	P
Fakultas	1.684	.077

The different self-compassion test by faculty was conducted using the Kruskal-Wallis test method. This is done because the data is not normally distributed. The data will be said to be significant if the value (p) is less than 0.05. In the Kruskal-Wallis test, p value = .500, which indicates that there is no significant difference in self-compassion by faculty.

Table 9
Differences Test of Self-Compassion Based on Faculty

Measure	P
Fakultas	.500

Researchers examined the difference between self-compassion and anxiety based on the faculty of the student conducting the study. No significant differences were found between faculties. This is not in line with the research conducted by Weyandt and colleagues that there is a significant difference in anxiety by faculty [33]. In a study conducted by Djajadisastra, it was found that there was no difference in demographic self-compassion, which in this context is faculty [34]. Therefore, this is in line with the results found by the researcher. The absence of this difference in self-compassion shows that every class of students can practice to have self-compassion regardless of the faculty they study.

4. CONCLUSION AND RECOMMENDATIONS

Based on the results of the study, it can be concluded that there is a significant effect of self-compassion on anxiety in final year students in DKI Jakarta. With this, the research hypothesis is accepted. Self-compassion has a good effect on reducing anxiety possessed by final year students who are working on their final project or thesis. Final year students who have high self-compassion show lower levels of anxiety when working on their final project or thesis.

This study focuses on final year students in DKI Jakarta who are working on their final project or thesis, so that overall students still need to be improved for future researchers. For future researchers, it can expand and even create more variety of participants regarding self-compassion and anxiety in Indonesia. These variations can be in the form of differences between genders, fields of study, or social status. Further researchers can also provide a re-definition of self-compassion, especially the translation so that it is easily understood by the general public in

Indonesia. Researchers can also better control additional data in order to get a specific picture of the effect.

This study shows the effect of self-compassion on anxiety in final year students in DKI Jakarta. Therefore, it is suggested for students to learn various ways to do self-compassion, such as doing meditation or yoga activities. Students can create a final year student group on social media to share experiences and support each other in doing their final project or thesis. Students can learn various techniques for processing emotions such as doing breathing exercises to make them more calm and relaxed. Students also need to maintain a healthy lifestyle by eating nutritious food, exercising regularly, and getting enough sleep. Students also need to do various things that they like, for example drawing or painting so that students' emotions are not dissolved in working on their thesis.

Suggestions for lecturers and faculty, especially supervisors, lecturers can ensure the condition and news of students. Lecturers need to find out students who are sick because this can be a sign of anxiety. Lecturers can also share experiences when lecturers are working on thesis or student alumni under their guidance as an illustration for students so that they can provide self-compassion to students. The faculty can also provide counseling or seminars on emotional processing related to the thesis, such as managing stress, burn-out, and anxiety. The faculty can hold alumni sharing activities regarding the thesis process as a forum for discussion and stimulate student motivation to complete the final project or thesis. The faculty can also provide details of the appropriate deadline from the beginning of the semester or earlier so that students do not worry if the deadline given is too short.

Suggestions for parents are expected to be more moral support for students. Parents can provide facilities and necessities for thesis completion, such as laptops, books, or internet facilities at home. Parents can ask about the thesis process without demanding and judging. Parents can help students to provide a common perspective on their research. Parents can also help with student research by helping distribute questionnaires or helping find participants. Parents can provide direction so that students are not late in completing the thesis. Parents can help direct students to have motivation in working on a thesis, such as by giving awards to students if they succeed in working on theses. Parents can build a comfortable and safe environment at home where students work on their thesis, such as by not fighting in front of the student. Parents can also ask more about the condition of students' feelings and thoughts when working on theses and become a place for students to complain.

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