

## Students' self-compassion and academic resilience in pandemic era

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### Abstract

During the covid-19 pandemic, 12th grade high school students felt more stressed and tired due to a continued isolation. Therefore, academic resilience is needed so that students can face existing academic problems. It was found that self-compassion can foster resilience. This study aims to analyze the relationship between self-compassion using the Indonesian version of the Self-Compassion Scale and Academic Resilience using the Academic Resilience Scale-30. 277 participants from 12th grade high school students who are distance learning took part in this correlational research. Results show that there is a positive correlation between self-compassion and academic resilience. This therefore results in a new finding of how students could be more academically resilient in facing academic burdens during the pandemic. To get a more comprehensive picture, future studies could explore more demographic data, such as whether anyone assists students while distance learning and how stressed students are.

**Keywords:** Academic Resilience, Covid-19 Pandemic, Distance Learning, Self-Compassion, Twelfth Grade High School Students

**How to Cite:** Yustika, Y. & Widyasari, P. (2021). Suryaratri, R.D., Zakiah, E., & Oktoriva, A.E. (2021). Students' self-compassion and academic resilience in pandemic era. *International Journal of Research in Counseling and Education*, 5 (2): pp. 195-205, DOI: <https://doi.org/10.24036/00458za0002>



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## Introduction

Currently, the world faces a Covid-19 virus pandemic, and Indonesia is no exception. The spread of Covid-19 occurs easily and quickly. Until now, the number of people infected with Covid-19 increases, and the death toll continues to increase every day. In order to suppress the spread of Covid-19, since March 15, 2020, the President of Indonesia, Joko Widodo, asked all Indonesian citizens (WNI) to study, work, and worship from home (Fajrian, 2020).

Policy changes that occur quickly, of course, have various impacts on everyone. The Covid-19 pandemic has been found to cause many psychological problems, including stress, anxiety, depression, fear, and possibly burnout (Arslan et al. 2020; Talaei et al. 2020). Meanwhile, learning activities from home also can cause long-lasting negative impacts on students, including the threat of dropping out of school, decreasing learning achievement, violence against children, and various external risks (Covid-19 Task Force, 2020).

As reported via CNN Indonesia (2020), several grade 12 high school students (SMA) stated that while studying from home, they felt more stressed due to more workloads, internet signal problems, and more difficulty in understanding lessons. Based on the KPAI survey (2020), 79.9 percent of students experience stress while studying from home because there is no interaction in distance learning. During the Covid-19 pandemic, the interaction between teachers and students was minimal. This is allegedly the cause of the difficulty of understanding the lesson because when there is a material that is not understood, access to ask questions to the teacher is more limited than when learning face-to-face in class. In addition, the opportunity for students to discuss with friends related to understanding the material is also increasingly limited, in contrast to face-to-face learning.

In addition, 12th-grade high school students also carry their own individual burdens. Year 12 of high school is when students begin to be overshadowed by worries about the series of exams they will face, both

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to graduate from the school itself and continue to higher education levels (Kouzma & Kennedy, 2004). Not a few high school students complain that they are overwhelmed with the demands of studying in grade 12 of high school (Candra, 2019).

With such a significant academic burden, ease of understanding the material is necessary to face all kinds of exams for 12th-graders. However, it turns out that they are currently faced with difficulties understanding the material while studying from home. When faced with difficulties in understanding the material, where previously they could carry out these activities efficiently, 12th-graders tend to experience frustration, hopelessness, boredom, and want to give up (Lodge et al., 2018). When experiencing frustration, individuals tend to criticize themselves and quickly conclude that they cannot deal with these difficulties (Golden, 2019). For example, they will say, "I am so hopeless; how come I cannot get these done correctly? 12th-graders who criticize themselves are experiencing feelings that they are worthless, feel inferior, and are accompanied by feelings of guilt (Warren et al., 2016).

If 12th-graders constantly criticize themselves, this will impact their academic performance. Powers et al. (2011) revealed that by criticizing themselves, students would try to achieve their goals to avoid failure and reproach from others rather than based on intrinsic motivation and personal goals to be achieved. Still, in the same study, it was found that self-criticism was associated with less progress in achieving these goals. In contrast to self-criticism, self-compassion can be associated with success in achieving goals, reduced procrastination, the emergence of intrinsic motivation, and reduced fear of academic failure (Hope et al., 2014; Williams et al., 2008; Neff et al., 2014). al., 2005). Neff (2003b) explains that self-compassion includes seeing individual experiences as natural experiences experienced by every human being, then acknowledging that suffering, failure, and disability are part of the human condition so that every human being, including oneself, has the right to kindness. Self-Compassion involves caring and being open to one's suffering, not avoiding or disconnecting from it, generating a desire to relieve suffering, and healing oneself with kindness (Neff, 2003a). Self-compassion can also be interpreted as an attitude to do good to oneself when faced with difficulties, as individuals will do good to a friend when they are experiencing difficulties. Neff (2011) again emphasizes that self-compassion is relevant when individuals struggle with their own mistakes, failures, or individual shortcomings. Self-compassion consists of three components experienced in different ways but interacts with each other (Neff, 2003a). These components are self-kindness vs. self-judgment, common humanity vs. isolation, mindfulness vs. over-identification. Conceptually, each component has differences but can affect each other (Neff, 2003b). According to Neff (2015), self-kindness refers to the tendency to pay attention and understand ourselves rather than criticizing and judging ourselves badly. Instead of constantly criticizing ourselves for our shortcomings, self-compassion teaches individuals to accept that they are not perfect people. In contrast, self-judgment is defined as the tendency to judge one's shortcomings and blister them (Neff, 2015). Self-criticizing makes it more difficult for individuals to change for the better.

The next component is common humanity vs. isolation. Common humanity occurs when individuals see the experiences that individuals gain as part of the general human experience rather than seeing these experiences as separate and isolated (Neff, 2003a). The common humanity component in self-compassion invites individuals to realize that everyone has experienced failure, made mistakes, and felt lacking in certain aspects (Neff, 2011). On the other hand, isolation can be defined as a condition when an individual feels that he or she has failed, has a deficiency, or is facing difficulties that are not normal (Neff, 2011).

The last component is mindfulness vs. over-identification. Mindfulness can be defined as a state of being aware of what is happening right now in a clear and balanced manner so that individuals do not ignore or constantly only think about aspects of themselves that they do not like (Brown & Ryan, 2003). Meanwhile, over-identification involves contemplating the limitations individuals experienced and thinking deeply about the results experienced, not feeling what they are currently experiencing (Gilbert & Procter, 2006; Neff & Vonk, 2009). When individuals are in this state, they tend to exaggerate and obsessively only refer to negative thoughts and emotions so that they cannot see themselves or the difficulties they are facing clearly (Neff, 2015).

The process of self-compassion itself requires individuals to engage in a metacognitive activity that allows them to recognize the experiences gained by themselves and others (Neff, 2003a). In addition, the self-compassion process also tends to make individuals see their personal experiences through a broader perspective to see the suffering they are experiencing more clearly. Muris et al. (2019) also stated that self-compassion attitudes are associated with more positive cognitive responses when faced with stress and difficulties, which explains why self-compassion functions as an adaptive coping strategy. Furthermore, self-compassion was found to have various impacts, including making students less afraid of failure (Neff et al., 2005), improving mental health (Bluth & Neff, 2018), and fostering resilience in individuals when faced with problems (Sbarra, Smith, & Mehl, 2012).

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Abiola and Udofia (2011) discuss resilience in terms of inner strength, competence, optimism, flexibility, and the ability to deal with stress effectively when faced with adversity, including minimizing the impact of risk factors, such as stressful life, and increasing protective factors such as optimism, social support, and active coping, which can increase an individual's ability to face life's challenges. Over time, resilience continues to develop in various contexts, one of which is academic. Waxman et al. (2003) said that resilience research in an academic context is essential because this research can provide significant findings to improve education for students who are likely to experience academic failure. There is already a variety of evidence supporting the relevance of academic resilience.

Colp and Nordstokke (2014) stated that the academic resilience construct offers a broader assessment and more specific predictions for research on resilience. Wang et al. (1994) described resilience in an academic context as a high probability of being successful in school and achieving in other aspects of life despite the difficulties of the environment caused by nature, conditions, and initial experiences. According to Martin and Marsh (2006), academic resilience is a natural thing for all students because all students may have experienced times when their performance was low, then faced with difficulties, challenges, or pressure.

In an academic context, resilience can be characterized by students who can reverse academic adversity and failure and succeed while other students continue to have poor performance and even fail (Martin & Marsh, 2006). Based on Cassidy (2016), academic resilience has three components: perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response. Perseverance means persistence, i.e., when students have academic resilience, they must be diligent and persistent in facing their academic difficulties. Reflecting and adaptive help-seeking is the ability of students to reflect on their abilities so that students can seek help adaptively according to their abilities. This component involves the ability to reflect on the strengths and strengths possessed by students (Cassidy, 2016). The third component is negative affect and emotional response. This component explains how the influence of adverse events can then cause emotional responses to students. In addition, it also includes explanations related to the management of anxiety and disaster events. For example, when students have good academic resilience skills, they can avoid protracted negative emotional responses and be optimistic about the difficulties they face (Cassidy, 2016).

Many factors can affect the level of academic resilience in each individual. Previous studies have mainly focused on distal demographic factors such as gender. So far, there are differences in research results that show the relationship between academic resilience and gender. Several studies have found that academically women are significantly more resilient than men (Morales, 2008; Kerr & Sodano, 2003). On the other hand, Martin (2007) and Khalaf (2014) find that males are significantly more resilient in academics when compared to females.

Martin and Marsh (2006) found that academic resilience predicts three educational outcomes: self-esteem, school participation, and enjoyment of school. In addition, McLafferty et al. (2012) said that resilience is a significant predictor of coping with stress at university. In addition, Abiola and Udofia (2011) reported higher perceptions of stress, anxiety, and depression in medical students with low levels of resilience. This shows that with a good level of resilience, individuals will have lower perceptions of stress, anxiety, and depression. Resilience also has a relationship with academic achievement in students (Fallon, 2010).

There are various ways to grow academic resilience in students, one of which is through self-compassion. Smeets et al. (2014) found that self-compassion can facilitate the emergence of resilience in students by regulating their reactions when faced with adverse events. It was also explained that self-compassionate students would show less exaggerated reactions, fewer negative emotions, more thoughts to accept the situation, and a tendency to see the problem at hand from a broader perspective. At the same time, students will also be more aware of the responsibilities they have to do.

Previous research has found that resilient students can bounce back from difficult conditions (Martin & Marsh, 2003), reduce the negative impact of stress (Triyana, 2015), and can increase academic success (Beauvais et al., 2014). During this Covid-19 pandemic, having academic resilience for 12th-graders is essential. With so many academic demands and difficulties caused by environmental factors that stress the students, having academic resilience is expected to help students deal with existing learning difficulties. It is feared that if a student does not have good resilience in facing all his academic challenges, he will be unable to survive to face future academic challenges.

When looking at the explanation of the relationship between self-compassion and academic resilience, Neff et al. (2005) found that students with self-compassion will have more intrinsic motivation to develop themselves, understand new material, and focus on avoiding poor performance in academic problems. Students who have high self-compassion will feel less afraid of failure and have confidence in their strengths than students who have lower self-compassion (Smeets et al., 2014). Self-compassion helps students' resilience in reducing reactions to adverse events (Leary et al., 2007). The study stated that individuals with

higher self-compassion showed lower extreme reactions, reduced negative emotions, and could see problems from multiple perspectives compared to individuals with lower self-compassion. Feldman and Kuyken (2011) research also supported that self-compassion could regulate individuals' emotions when facing suffering. Other research shows that self-compassion can help students react better to academic difficulties (Terry, Leary, & Mehta, 2013). These studies show that self-compassion can help foster resilience, reducing individual reactions when faced with life problems, including academic problems.

After seeing various explanations regarding the self-compassion variable and academic resilience, the researcher saw a relationship between the two variables. Although several studies have found that self-compassion has a relationship with resilience, the availability of research that looks at the relationship between self-compassion and academic resilience is still rare, especially during the Covid-19 pandemic. Therefore, the researchers wanted to learn more about the relationship between self-compassion and academic resilience in 12th-grade high school students during the Covid-19 pandemic. Thus, the problem to be explored in this study is: "Is there a relationship between self-compassion and academic resilience in 12th-grade high school students during the Covid-19 pandemic?" This study, therefore, aims to examine the relationship between self-compassion and academic resilience in 12th-grade high school students during the Covid-19 pandemic.

## Method

This study uses a non-experimental research design because it does not manipulate the research. In addition, in this study, the approach used is quantitative. Based on the time of data collection, this research is classified as a cross-sectional study, which means data collection on participants is carried out only once and at the same time. The research design used is a correlational research design with two research variables.

The target population of this research is high school (SMA) students who are in their final year, namely the twelfth grade. The samples included in this study were twelfth-grade high school students in schools who were undergoing an online learning process. Data collection was conducted using a non-probability sampling technique. The non-probability sampling technique has several methods, but the one used in this study is the convenience sampling method. Participants were obtained through the dissemination of information on social media.

In this study, there are two different measuring instruments used to measure each construct to be studied. Academic resilience in this study was measured using the Academic Resilience Scale-30 (ARS-30) developed by Cassidy (2016). This measuring tool is used to measure the process of academic resilience that focuses on adaptive and non-adaptive responses both cognitively affectively and behaviorally in the face of academic difficulties. The ARS-30 consists of three components, namely perseverance which consists of fourteen items (e.g., "I will give up"), then reflecting and adaptive help-seeking, which consists of nine items (e.g., "I will encourage myself"), and negative affect and emotional response consisting of seven items (e.g., "I will be very disappointed"). However, ten items are unfavorable. The scale used in this measuring instrument uses a Likert scale from 1 (disagree) to 5 (agree). Academic resilience scores are measured by adding up all the scores obtained on each item. Before filling out this measuring tool, participants are asked to read a case schema containing examples of academic difficulties, which represent significant academic challenges and struggles. Based on the Cronbach's Alpha test, the alpha coefficient for the ARS-30 measuring instrument was  $\alpha = 0.89$  in this study. In addition, there are still two items with  $\text{crit} < 0.2$ , namely items number 5 and 29.

Self-compassion in this study was measured using the Self-Compassion Scale (SCS) in the Indonesian version ( $\alpha = 0.87$ ) developed by Sugianto et al. (2020), which is an adaptation of the Self-Compassion Scale by Neff (2003b). The components of self-compassion are self-kindness, self-judgment, common humanity, isolation, mindfulness, and over-identification. This measuring tool consists of 26 items, with a composition of five items for self-kindness (e.g., "I am good to myself when I am suffering"), five items for self-judgment (e.g., "I do not accept and judge my weaknesses and shortcomings"), four items for common humanity (e.g., "When I feel sad, I remind myself that there are many people in this world who are going through the same thing as me"), four items for isolation (e.g., "When I am really suffering, I tend to feel that it is easier for others to live life"), four items for mindfulness (e.g., "When something upsets me, I try to keep my emotions stable"), and the last four items are for over-identification (e.g., "When something is upsetting happened, I got carried away"). As for it, there are 13 favorite items and 13 unfavorable items spread over the six components. The Indonesian version of SCS (Sugianto et al., 2020) uses a Likert scale with a range of 1 (rarely) to 5 (almost always). Individual self-compassion scores are obtained by adding up the total score obtained by each item and then dividing the score by 26.

In this research process, there are two stages, namely the preparation and implementation stages. In the preparation stage, the researcher first conducts a literature review related to the variables to be studied, namely self-compassion and academic resilience. The purpose of conducting a literature review is to gain in-

depth knowledge and understanding of these variables. Afterward, the researcher looked for a measuring tool for each variable. The measuring instrument for academic resilience still uses English, so it needs to be adapted first through the back translation process, expert judgment, and readability tests.

In addition, the researcher distributed posters containing a link in which there was an explanation of how to fill in the forms during the study. Participants who match the characteristics and are interested in completing the research can click on the link and fill in the requested data. The questionnaire was given in stages, starting from the self-compassion questionnaire followed by the academic resilience questionnaire. After completing this stage, participants can submit the questionnaire they have filled out. Finally, participants will be asked to fill in parent/guardian informed consent because the average participant is under 18 years old.

There are several analytical techniques used in this study. First, the analysis carried out is descriptive analysis to look at the demographic data of the participants in order to obtain data such as frequency, average, and standard deviation. In addition, the researcher also conducted a descriptive test to find out how the two research variable scores were described, namely self-compassion scores and academic resilience. Then, the researcher conducted a correlational analysis to examine the relationship between self-compassion and academic resilience. Finally, the researcher conducted a demographic data analysis test, namely gender, on each variable using independent t-test analysis.

## Results and Discussion

First, data cleaning has been carried out to ensure that each participant who takes part in the study has complied with the criteria required in this study. Of the 321 questionnaires entered, this research can only use 277 data. The remaining 44 could not be used because 42 students had not returned the informed consent of their parents/guardians, one person was a student of SMK, and one person was an 11th-grade of SMA. Based on 277 data that could be used, the age range of the participants ranged from 15 to 20 years ( $M=17.05$ ,  $SD= 0.606$ ). Most of the participants were female, reaching 78.3% of the participants in this study. Most participants came from the island of Java, which was 66.79%. From the type of school, most of the participants are from public high schools (68.6%). Science majors dominated participants as much as 67.9%.

In this study, the Spearman correlation analysis was used. This correlation was chosen because when conducting the Kolmogorov-Smirnov normality test, the distribution of self-compassion data ( $p = 0.49$ ) and academic resilience ( $p = 0.004$ ) was found abnormal ( $p < 0.05$ ). Of the 277 respondents, self-compassion ( $M = 3.21$ ,  $SD = 0.56$ ) and academic resilience ( $M = 120.89$ ,  $SD = 15.19$ ) were strongly and significantly correlated,  $r_s(277) = 0.54$ ,  $p < 0.001$ . Thus, the hypothesis in this study is accepted, namely that there is a significant and positive relationship between self-compassion and academic resilience in 12th-graders during the Covid-19 pandemic. Therefore, the higher the level of self-compassion, the higher the academic resilience of 12th-grade high school students during the Covid-19 pandemic, and vice versa.

After that, the researcher tested the relationship between the self-compassion components and the academic resilience components. The results show that each component of self-compassion had a significant correlation with each component of academic resilience. Each negative component of self-compassion has a negative relationship with each component of academic resilience. On the other hand, each positive component of self-compassion has a positive relationship with the components of academic resilience. The most substantial relationship was between the over-identification component and the negative affect and emotional response component ( $r_s = -0.51$ ,  $p < 0.001$ ). The higher the level of over-identification in 12th-grade high school students, the lower their negative affect and emotional response abilities will be, and vice versa. Cohen (1992) categorizes this relationship as having a strong correlation. The description of the relationship between other components can be seen further in Table 1.

Based on calculations using independent sample t-test analysis, it was found that there was no significant difference in academic resilience between female and male students in grade 12 SMA, both overall ( $t(277) = -1.57$ ,  $p < 0.05$ ) and in each the components are perseverance ( $t(277) = -0.73$ ,  $p < 0.05$ ), reflecting and adaptive help-seeking ( $t(277) = -1.41$ ,  $p < 0.05$ ), and the negative affect and emotional response component ( $t(277) = -1.90$ ,  $p < 0.05$ ). In contrast to the self-compassion variable, there was a significant difference in the level of self-compassion between female students and male students ( $t(277) = -2.61$ ,  $p < 0.05$ ), in which female students had a significant lower self-compassion score. When examined further on each component of self-compassion, there was a significant difference in isolation scores between female and male students ( $t(277) = 3.89$ ,  $p < 0.05$ ), in which female students had a significantly higher isolation score. In addition, there was also a significant difference in over-identification scores between female and male students ( $t(277) = 2.91$ ,  $p < 0.05$ ), in which female students had significantly higher over-identification scores.

**Table 1.** Relationship between self-compassion components and academic resilience components (N=277)

	Academic Resilience			
	Academic Resilience	Perseverance	Reflecting and adaptive help-seeking	Negative affect and emotional response
	$r_s$			
Self-Compassion	0.54**	0.47**	0.35**	0.52**
Self-Kindness	0.46**	0.45**	0.38**	0.33**
Self- Judgment	-0.34**	0.26**	0.15**	0.42**
Common Humanity	0.34**	0.33**	0.33**	0.21**
Isolation	-0.33**	0.23**	0.16**	0.42**
Mindfulness	0.41**	0.39**	0.35**	0.27**
Over-identification	0.43**	0.34**	0.19**	0.51**

\*\*Correlation is significant at the 0.01 level (one-tailed)

This study found that self-compassion had a significant positive relationship with academic resilience in 12th-grade high school students during the Covid-19 pandemic. In other words, the higher the self-compassion of 12th-grade high school students, the higher their academic resilience is. When students have self-compassion, they will be kind to themselves and are not judgmental for their own mistakes. They also feel that the failures they experience are natural for everyone. They do not feel isolated and see their strengths and weaknesses in a balanced way. Lastly, they will be able to bounce back better when faced with academic problems. This statement follows previous research, which found that individuals with high self-compassion have more ability to rise from failure (Luo et al., 2018; Olson & Kemper, 2014; Olson et al., 2015; Terry et al., 2015). al., 2013). In line with this study, Bluth et al. (2018) also revealed that self-compassion is positively related to resilience. That means the higher the level of self-compassion in individuals, the higher their level of resilience is.

Other studies also explain that self-compassion can withstand the stress experienced by individuals (Bluth et al., 2015), and those with higher self-compassion will use more positive coping strategies when faced with stress (Allen & Leary, 2010). Meanwhile, those with lower self-compassion tend to constantly reflect on things that make them stressed rather than getting up from these problems (Raes et al., 2010). Breines and Chen (2012) suggested that academic difficulties can be responded to by applying self-compassion. Before that, Leary et al. (2007) found that self-compassion can prevent negative feelings and generate positive feelings of self when the 12th-graders experience difficulties. When applying self-compassion, 12th-graders will tend to be easier to forgive themselves for failures that have occurred so that they can more easily move on from these failures and then be motivated to improve themselves, for example, by changing studying habits (Breines & Chen, 2012). By applying self-compassion, 12th-graders can better balance their perspective on themselves, and they will also not judge themselves harshly so that later they can encourage 12th-graders to "bounce back" from the difficulties they experience (Warren et al., 2016).

The relationship between self-compassion and academic resilience can be explained through the self-kindness component. Roeser and Pinela (2014) said that students who actively continue to be kind to themselves reduce the behavior of constantly thinking about their problems and being trapped in unfavorable emotional conditions (Roeser & Pinela, 2014). Therefore, 12th-graders need to be kind to solve academic obstacles while studying from home, such as feeling more stressed due to more assignments.

Furthermore, the common humanity component could increase resilience in individuals (Smith, 2015). Individuals with high common humanity will not feel that they have to struggle alone and feel isolated because they are not the only ones facing the problems. In the context of the Covid-19 pandemic, this will lead 12th-graders to assume that a Covid-19 pandemic is a universal event that affects everyone rather than considering it just a personal misfortune (Li et al., 2020). Feeling that everyone experiences the same thing can make individuals not separate or isolate themselves from the environment when faced with specific difficulties (Smith, 2015). When feeling this, individuals will be more accepting of all the feelings they

experience, and by doing so, individuals will do good to themselves when they are experiencing difficulties (Lefebvre et al., 2020). This can be explained by the research of Neff et al. (2005), who found that students who have a self-compassionate attitude will be kinder to themselves when they experience failure, by being kind, they will become more aware that what they are going through is a typical experience for every student to experience. Then, when being kind to themselves, students will be more aware of the negative emotions. In the end, students can see their experience of failure as an opportunity to learn and develop rather than being overshadowed by fears about what their negative appearances will say about their worth (Neff et al., 2005). Thus, this also explains findings in this study which describe that the self-kindness component in the self-compassion variable had the closest relationship with the overall academic resilience variable in 12th-grade high school students.

Based on the correlation results for each component of self-compassion and academic resilience in this study, it was found that each component of self-compassion had a significant relationship with each component of academic resilience. It was also found that over-identification and negative affect and emotional response had the most substantial relationship, where both variables were negatively and significantly related. It can be interpreted that it turns out that the more 12th-graders continuously only focus on their shortcomings (over-identification), the lower the student's ability to manage the feelings of anxiety and negative that are being felt (negative affect and emotional response). This can be explained through research by Phillips (2019), which found that over-identification has been shown to play a significant role in explaining how students who have lower self-compassion will experience severe anxiety and stress against demands and difficulties while studying from home. Phillips (2019) also found that over-identification was shown to predict less reappraisal use, increased brooding, self-blame, and emotional regulation difficulties.

In addition, the researchers also found that there was a significant difference in self-compassion between women and men, with women having significantly lower scores than men. This is in line with several previous studies (Neff, 2003a; Neff, Hseih & Dejithirat, 2005; Neff & McGee-hee, 2010; Neff, Pisitsungkagarn & Hseih, 2008). If we look at the components of self-compassion, it can be found that the scores for the over-identification and isolation components of women are significantly higher than that of men. As previously explained, women tend to criticize themselves more often and reflect on their negative aspects than men (Leadbeater, Kuperminc, Blatt, & Hertzog, 1999; Nolen-Hoeksema, Larson, & Grayson, 1999). Gender norms exist in society, which often emphasizes that women are responsible for parenting and often have to sacrifice themselves for those around them, causing women to help others more often (Ruble & Martin, 1998). Too often, helping others makes women forget that they also need the same kind of help. This may lead to lower self-compassion scores in women, in which the dimensions of isolation and over-identification are higher in women than in men.

The researcher understands that this research still has some limitations, starting from the preparation, implementation, and research results. The rarity of studies testing the relationship between self-compassion and academic resilience in 12th-grade high school students during the Covid-19 pandemic has made researchers use a correlational research design. Therefore, this study is only able to see the relationship that occurs between self-compassion and academic resilience. Further research can be conducted using alternative research analysis techniques, such as regression. This method would be able to see the direction of the relationship between the two variables and determine how much academic resilience variable can be described by self-compassion.

In addition, a few other methodologies can be used to improve this research. Firstly, it can add some demographic data that might affect academic resilience variables. For example, whether there is anyone who assists the child when they have to study from home, whom the child will ask for help and the education level of the children's parents. This can be done to determine whether there is an influence from the demographic data on the level of academic resilience of 12th-graders. That way, researchers can describe more clearly how the actual relationship between self-compassion and academic resilience is. Second, looking at the results of research that tend to be positive, it is better to take a balancing variable, such as the academic stress variable, to get a more comprehensive picture of the condition of 12th-graders. Lastly, further research can also be carried out on other high school populations, namely SMK and MA 12th-graders. This is due to them having different demands and challenges during the Covid-19 pandemic. In addition, there is still limited information on research related to self-compassion and academic resilience in SMK and MA 12th-graders

## Conclusion

Based on the research conducted and the results of data analysis on 277 12th grade high school students, it was found that self-compassion had a significant positive relationship with academic resilience. This shows that the higher the self-compassion of the 12th-graders, the higher their academic resilience is, and vice

versa. In addition, when looking at the relationship between components, it was found that the components of over-identification and negative affect and emotional response had the most substantial relationship. They were negatively and significantly related. Thus, the higher the over-identification level of 12th-graders, the lower their ability in negative affect and emotional response components, and vice versa.

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