



The Effect of Self-compassion and Support Systems on Flourishing in Students

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Abstract. In an ideal life, students hope to have good physical and psychological health to carry out their roles and obligations smoothly and successfully and be productive and useful. However, sometimes, the reality is that many things hinder these expectations. Several factors can overcome the obstacles experienced, including self-compassion, a support system, and flourishing. This study aimed to determine the effect of self-compassion and support systems on flourishing in students by using relevant literature studies (library research). As a result, there is an influence of self-compassion and social support on students' self-flourishing; the higher the student's social support, the higher the self-compassion and the effect on student flourishing so that they have much happiness and life satisfaction, low negative influence and experience fewer symptoms of psychological distress.

Keywords: Self-compassion · Support systems · Flourishing

1 Introduction

The student is a term for someone who is studying in college. Student status is the dream of every high school graduate who is still active in continuing his studies. Has a very important role as an agent of change, so it is expected to be able to make meaningful changes to the environment. As stated by Winarno (2010), students have a role as agents of social change, as stated in the Tridharma of Higher Education.

In the course of study, students do not always live up to their expectations. Santrock (2007) suggests that every individual who enters the world of lectures will experience major changes in his life. Among them are related to developmental tasks that are undergoing a transition period from adolescence to early adulthood. At this stage of development, an individual begins to build personal independence, economic independence, freedom of self-determination, and a more realistic view of the future (Hurlock, 2006). Suppose this developmental task is not in line with the reality experienced by students. In that case, it will certainly cause problems experienced which can interfere with comfort in their lives, and negative feelings will arise.

If the negative feelings in the individual are not resolved, it will hinder development in his life. Negative feelings that exist in individuals can be overcome with self-compassion, which is commonly called self-compassion. Karinda (2020) explained that someone who has compassion for oneself could be the first step in overcoming negative feelings. Next,

Allen and Leary (2010) state that self-compassion can be a reinforcement to overcome negative feelings or experiences.

Students with high self-compassion will be able to accept and understand the circumstances that exist in themselves, with advantages and disadvantages that even feel far from perfect. This state of affairs is a part of all human life and can maintain a balance of mind and emotions when faced with difficulties or failures. This study's findings align with research conducted by Fong & Loi (2016) that high self-compassion is associated with high well-being and, conversely, low self-compassion is associated with low well-being.

Research conducted by Rey & Moningka (2013) found a new factor that affects self-compassion: the social environment divided into the environment and social support. It means that factors can directly affect self-compassion, namely social support. Rook (2012) states that support is one of the social bonds that describes the value of an interpersonal relationship. The existence of social support will help individuals have positive feelings and avoid negative consequences. Feeney & Collins (2020) states that social support can encourage individuals to enjoy life, leading to more positive experiences and enthusiasm. The description shows that there is an influence of self-compassion and support systems on student flourishing.

2 Method

This research method uses the library research method, which is a library approach method that is studied critically and in-depth based on library materials from various relevant literature. According to Mardelis, literature study research is research that uses the concept of literature and theoretical studies. In writing, the literature analyzes the phenomena described to obtain new information (Surono & Ifendi, 2021) plays an important role as the basis of all types of research. Serves as a basis for knowledge development, guides practical policies, presents evidence, and, if done well, will give birth to new ideas and directions for certain fields (Snyder, 2019). The steps taken by the researcher were to conduct a literature search to collect information relevant to the research topic, namely self-compassion, support system, and flourishing. Based on the relevant references, the researcher then analyzed and compared the results of one study to another, looking for similarities and differences.

3 Results and Discussion

Successively the presentations in this discussion are self-compassion, support system, and flourishing. Furthermore, the influence of self-compassion and support system on flourishing.

3.1 Self-compassion

Definition of Self-compassion. Self-compassion comes from the word compassion, derived from the Latin *pati* and the Greek *patient*, which means to suffer, to undergo,

or to experience. Self-compassion is a new concept adapted from Buddhist philosophy, which generally defines self-love. According to Neff (2003), self-compassion is an attitude of concern and kindness towards oneself when faced with various life difficulties or shortcomings. Self-compassion for individuals tends to have self-involved affection, such as being kind to oneself instead of criticizing oneself, but rather seeing suffering, failure, and shortcomings as part of human life in general. Understanding that every individual has a weakness or weakness so that he can accept the situation that he deserves compassion.

Everyone, including students, needs love, both in the form of words and deeds, from anyone around them, especially from parents and family. Maslow mentions in the hierarchy of needs that the need for love and affection is in the third order, after physical needs and security. Love and compassion must be possessed and increased to foster good and sustainable happiness in his life. This is in line with Sakban Rosidi's (2021) statement that you can fail and even give up in any area of life except goodness and happiness. Thus it will trigger the growth and development of flourishing in each individual.

Goetz, Keltner, D, & Simon-Thomas (2010) define self-compassion as sensitivity to an individual's experience of suffering, coupled with a desire to relieve that suffering. Self-compassion, from a Buddhist perspective, is defined as a response to personal suffering with love, wisdom, and concern for self and others who are experiencing suffering. In comparison, the western perspective defines self-compassion as an individual's ability to love and love oneself when suffering (Reyes, 2012).

According to Neff, there are three interrelated components in self-compassion: self-kindness, recognition of common humanity, and mindfulness. Self-kindness is a kind, gentle, caring, and understanding attitude toward oneself. Recognition of common humanity is the awareness that all humans experience failure, make mistakes, feel inadequate, and feel connected to other humans when experiencing difficulties. Mindfulness is acceptance of what is happening in the present moment, acceptance without judgment, and being seen clearly or seeing things as they are. mNext, Neff & Germer (2017) self-compassion is an attachment between the main components: self-kindness vs. self-judgment, common humanity vs. isolation, and mindfulness vs. over-identification. Those who have self-compassion tend not to exaggerate the negative situations that occur to them and do not feel anxious when experiencing stress (Allen & Leary, 2010).

Factors Affecting Self-compassion. The level of self-compassion is influenced by several factors, including Culture, age, gender, emotional intelligence, personality, and environment, Neff (2011).

Gender. Many people assume that women have a high level of self-compassion. However, in reality, women are more likely to criticize themselves and reflect on negative aspects than men (Leadbeater, Kuperminc, Blatt & Herzog, 1999; Nolen-Hoeksema, Larson & Grayson, 1999 in Neff, 2011). This shows that women have lower levels of self-compassion than men.

Culture. The results of Neff's research (2008) explain that Asian people have a collective culture that has a self-concept of interdependence by emphasizing interpersonal connectedness, caring for others, and social intertwining in behavior. While western

Culture emphasizes individualistic, independent self-concept, attention to autonomy, fulfillment of personal needs, and uniqueness in behavior.

Age. Neff & Vonk (2011) stated that age has a significant relationship with the level of self-compassion. Adolescents have low self-compassion because of cognitive development, increased self-introspection, metacognition, self-reflection, and the ability to take a social perspective (Keating in Neff, 2011). In addition, adolescent egocentrism has contributed to increased self-judgment, isolation, and over-identification (Neff, 2011).

Personality. The results of their research, Neff, Rude & Kirkpatrick (2017) explain that personality is one of the factors that can affect self-compassion. Measurements carried out by NEO-FFI found that self-compassion has a negative relationship with neuroticism and a positive relationship with the other four types: openness, agreeableness, extraversion, and conscientiousness.

Emotional Intelligence Neff (2011) states that self-compassion is related to emotional intelligence and wisdom. Emotional intelligence is knowing emotions and expressing them properly (Khatun, Sujana & Khayer, 2019). Self-compassion is an important aspect of emotional intelligence, involving the ability to monitor one's emotions with expertise in using the information to combine thoughts and actions (Salovey & Mayer in Neff, 2011).

Environment Neff and McGahee (2010) explained that the family's experience plays an important role. Adolescents and young adults from harmonious and close families have more self-compassion, while those from families full of stress and conflict and less self-centered will have poor self-compassion. This shows that individuals who suffer and fail will treat themselves through family experiences.

The results of research conducted by Rey & Moningga (2013) found new factors that affect self-compassion: the social environment, which is divided into the environment and social support. This means that social support directly becomes a factor that can affect self-compassion.

3.2 Social Support

Definition of Social Support. Sarafino & Smith (2011) state that social support is an action taken by others to provide comfort, attention, and assistance when the individual needs support. According to Taylor (2018), social support is information that leads individuals to believe that they are cared for and loved, valued and valued, are included in social relationships, and need each other. According to Zimet, Dahlem, Zimet, and Farley (2010), social support is the support given to individuals by people who are around individuals, such as support given by family, friends, and people who are considered important by individuals. Meanwhile, Mattson and Hall (2011) state that social support is a process of reciprocal verbal or nonverbal communication and aims to increase the sense of competence, coping, to belong, and self-esteem. Social support is the support given by other people to individuals to feel comfortable, safe, calm, peaceful, peaceful valuable, which is obtained through family, friends, and other people who are considered important.

Types of Social Support. According to Sarafino (1998), social support consists of five types, namely: Emotional support (emotional support) involves the expression of empathy, care, and concern from others to individuals and provides feelings of comfort,

security, certainty, ownership, and being loved when experiencing stress. Reward support (Esteem support) is the support that occurs through the expression of appreciation, encouragement, or approval with personal feelings and positive comparisons from others. This type of support serves to build an individual's sense of value and appropriateness. Reward support is useful when under pressure.

Instrumental support (tangible or instrumental support) is direct assistance by providing something needed, for example, giving or lending money or doing something to complete what is needed. Information support is the form of providing information, suggestions, advice, suggestions, and feedback about the condition of others. This support helps individuals when faced with difficult decision-making.

Social Network Support (Network Support) is the support that gives individuals a feeling of membership in groups and has common interests and social activities. Social support is very important in every process and crisis in life; most people will withdraw because they do not know how to help others. Rook (in Kumalasari & Ahyani, 2012) states that support is one of the social bonds that describes the value of an interpersonal relationship. The existence of social support will help individuals have positive feelings and avoid negative consequences. Feeney & Collins (Wilson et al., 2020) mentions that social support can encourage individuals to enjoy life which leads to more positive experiences and feelings of enthusiasm.

Support can be provided, such as emotional or appreciation, instrumental, informational, and friendship (Sarafino & Smith, 2011). According to House (2011), this support can be in the form of giving empathy, attention, love, trust, money, and energy. This means that if a person has positive feelings derived from social support, it will help the individual to have a compassionate personality.

It can be concluded that social support has a relationship with self-compassion in the following scheme.

3.3 Flourishing

Flourishing Basic Concept. The flourish comes from the Latin for, which means flower (flower), and from the Indo-European language Bhlo which means blooming or blooming (growing). Flourish can be interpreted as a flower that develops. The Concise Oxford Dictionary defines flourish as growing vigorously, thriving, prospering, succeeding, and being in prime condition. Meanwhile, according to Gokcen (2012), flourishing is centered on realizing one's potential to succeed, achieve or contribute significantly to society. Meanwhile, Huppert & So (2009) define flourishing as a combination of a good life experience, positive feelings, and the ability to function optimally. Keyes (2002) mentions Flourishing as the highest level of well-being, symbolizing mental health. Flourishing (Fredrickson & Losada, 2005) means achieving optimal function, synonymous with goodness, generativity, growth, and resilience. Flourishing is fully developed, which includes affective, cognitive, behavioral, social, and political excellence (Fowers, 2012). Flourishing will arise if there is an integration of virtues, including achieving meaningful goals that follow existing talents, choices, and circumstances. There is no clear form of flourishing that everyone can follow because flourishing is an open concept of a good life, which people can fulfill by combining various virtues (Fowers & Owens, 2010).

Seligman (2002) describes flourishing as a condition for individuals who can fully achieve optimal development and function. Seligman (2013) explains the concept of the five pillars of PERMA as a high level of well-being, namely: 1) positive emotion, an essential part of well-being, including pleasure, joy, happiness, and others which are part of positive emotions. Oribi (2018) states that positive emotions can expand awareness and cognition when behaving so that later it will lead to well-being. 2) engagement, focus and drift together on something or activity that is being done and feel pleasure in full involvement with what is being done; 3) relationship, everyone needs other people and improves their welfare by building strong relationships with family, friends, or neighbors. Positively interpreted relationships will contribute to flourishing (Fowers et al., 2016) 4) meaning, life will be best if you can dedicate more to broader things that have an impact on others, not just yourself, so that life becomes more meaningful; 5) accomplishments/achievements, are the achievements and life goals obtained. Attainable goals. Welfare develops when humans can develop better with their goals achieved.

The flourishing concept is often associated with other well-being variables, namely emotional well-being, subjective well-being, psychological well-being, and social well-being.

In flourishing, there are two approaches, namely hedonic and eudaimonic. The hedonic approach is centered on the feeling aspect, which is then expressed by achieving satisfaction and ignoring negative feelings; well-being variables closely related to this concept are Emotional well-being and subjective well-being (Ryan et al., 2008). There are two main foundations of subjective well-being: life satisfaction, which represents cognitive aspects, and happiness, which describes positive emotional aspects (Diener et al., 2010). At the same time, the eudaimonic approach focuses on individual potential, including the concepts of self-growth, meaning, and self-realization that define well-being through fully functioning individual forms (Didino et al., 2019). Ryff (1989), well-being variables that are closely related to this concept are psychological well-being and social well-being. Psychological well-being consists of six dimensions, namely, self-acceptance, autonomy, positive relationships with others, environmental mastery, life goals, and personal growth.

(Kent et al., 2020) argues that flourishing is a comprehensive form that combines elements of positive, psychological, and social emotions. It is classified into two, namely flourishing (mental health) and languishing (no mental health).

According to Keyes (2002), flourishing is related to other variables of well-being and mental health, which is characterized by a syndrome that is a collection of several symptoms of positive feelings and positive functioning in life.

Keyes examines mental health which is characterized by positive functioning consisting of six aspects of psychological well-being, the higher level of psychological well-being is social well-being. Aspects of social well-being include social coherence, social actualization, social integration, social acceptance, and contribution. Individuals with a good level of social well-being will view society as full of meaning and understanding, feel accepted and become part of society.

Mental health consists of complete and incomplete mental health conditions. A person who is in a state of complete mental health is called flourishing and has attained a high level of well-being. A person is said to flourish if the elements of positive emotions

are fulfilled, functioning psychologically and socially (Keyes, 2002). Flourishing is not a simple achievement of happiness or life satisfaction, or positive thinking but requires developing a level of social and personal contribution (Seligman et al., 2005).

Research by Gokcen et al. (2012) shows that there are differences in academic performance between students who thrive and students who do not flourish. Students who flourish show dynamic behavior and attitude, are committed to learning, have vitality, and are oriented toward self-growth. Meanwhile, students who did not flourish seemed to lack interest and involvement, were lazy, withdrawn, and did not struggle to advance.

Research by Bowman et al. (2010) shows that the experience of volunteering in a community and the experience of doing community service have a positive effect on volunteering, the desire always to do good socially, which is then in line with several forms of personal growth welfare, life goals, and life satisfaction.

Keyes (2002) has studied the flourishing of mental health and well-being. The study in Keyes' research became a reference for further researchers to develop flourishing in mental health. As done by Diehl et al. (2011), there is a relationship between positive emotions, age, and mental status in adult individuals. Adult individuals who are categorized as flourishing have high positive emotions compared to individuals who are languishing.

Witten et al. (2019) stated that Psychological well-being in adolescents appears when they have goals and have positive relationships. Teenagers who show self-control ability can increase the probability of flourishing. Meanwhile, adolescents who are in negative environmental conditions, such as poverty and crime, and engage in high-risk behavior, will contribute to the emergence of languishing.

Research by Nelson & Padilla-Walker (2013) shows that individuals who thrive will do good and fight against negative energies, while individuals who do not thrive will experience floundering behaviors, including alcohol, drugs, sexual behavior, and game addiction.

According to Rothmann's (2013) research, flourishing in the work context is when individuals are satisfied with their work and feel positive emotions in the work environment. Individuals who thrive feel able to function optimally through dedication and full involvement in work and function well socially through feeling accepted, social growth, and contributing.

4 Conclusions and Suggestions

There is an influence of self-compassion and social support on students' self-flourishing, meaning that the higher the student's social support, the higher the self-compassion will affect student flourishing. Vice versa, the lower the social support of students, the lower their self-compassion, which will affect the flourishing of students. Students who have high self-compassion will have much happiness and life satisfaction, do much good, and have concern and sensitivity to the environment. Self-compassion can increase resilience and minimize the stress experienced by individuals.

Self-compassion has a relationship with the support system. Social support obtained from others will increase the sense of self-compassion within. Social support also contributes to increased attention, compassion, and maintenance of psychological well-being. Individuals who have good and abundant support will have more kindness and

love themselves more. Thus the flourishing of students can be felt with indicators of achieving a high level of well-being which is described in the purpose of life, self-control, acceptance of all self-potentials, and the realization of good potentials in one's self, ability to contribute significantly to society so that they are able to feel satisfaction and happiness in life.

The authors suggestion students should have self-compassion, a support system, and flourishing, and they need to understand the strengths, weaknesses, opportunities, and threats that exist in them. Then try to maximize all strengths (strengths), minimize weaknesses (weaknesses), identify opportunities (opportunities) that exist in accordance with the qualifications and competencies that exist in him in as much detail as possible, and try to predict what threats will be faced and strive to prepare solutions in the future. Face a threat. In addition, always be grateful when you get a gift and be patient when you get a disaster.

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