

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh *self-compassion* terhadap stres akademik pada mahasiswa di Indonesia. *Self-compassion* merupakan sikap penuh kasih sayang dan pengertian terhadap diri sendiri saat menghadapi kesulitan, sedangkan stres akademik adalah tekanan psikologis yang dialami mahasiswa akibat tuntutan akademik yang tinggi. Metode penelitian yang digunakan adalah kuantitatif dengan desain regresi linier sederhana. Sampel penelitian terdiri dari 133 mahasiswa aktif berusia 18-25 tahun yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui kuesioner online menggunakan *Self-Compassion Scale (SCS)* dan *Academic Stress Inventory* yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan dengan menggunakan IBM SPSS versi 26. Hasil penelitian menunjukkan terdapat pengaruh negatif antara *self-compassion* terhadap stres akademik. Pengaruh tersebut signifikan dengan nilai signifikansi 0,000 ($p < 0,05$). Koefisien regresi (β) sebesar -0,953, yang menunjukkan bahwa semakin tinggi tingkat *self-compassion*, semakin rendah tingkat stres akademik yang dialami mahasiswa. Besaran pengaruh *self-compassion* terhadap stres akademik sebesar 19,4% (R^2). Temuan ini konsisten dengan teori dan penelitian sebelumnya yang menyatakan bahwa *self-compassion* dapat menjadi mekanisme coping adaptif dalam mengelola tekanan akademik. Penelitian ini merekomendasikan pengembangan program pelatihan *self-compassion* sebagai strategi efektif untuk meningkatkan kesejahteraan psikologis dan prestasi akademik mahasiswa.

Kata kunci: *self-compassion*, stres akademik, mahasiswa, *coping*, kesehatan mental

ABSTRACT

This study aims to investigate the influence of self-compassion on academic stress among students in Indonesia. Self-compassion is an attitude of kindness and understanding toward oneself when facing difficulties, while academic stress is the psychological pressure experienced by students due to high academic demands. The research method used is quantitative with a simple linear regression design. The research sample consists of 133 active students aged 18-25 years selected using purposive sampling technique. Data were collected through an online questionnaire using the Self-Compassion Scale (SCS) and Academic Stress Inventory, which have been tested for validity and reliability. Data analysis was conducted using IBM SPSS version 26. The results indicate a negative influence between self-compassion and academic stress. This influence is significant with a significance value of 0.000 ($p < 0.05$). The regression coefficient (β) is -0.953, indicating that the higher the level of self-compassion, the lower the level of academic stress experienced by students. The magnitude of the influence of self-compassion on academic stress is 19.4% (R^2). These findings are consistent with previous theories and research stating that self-compassion can serve as an adaptive coping mechanism in managing academic pressure. This study recommends the development of self-compassion training programs as an effective strategy to enhance psychological well-being and academic performance among students

Keywords: self-compassion, academic stress, university students, coping, mental health