

## The influence of self-compassion on flourishing with growth mindset as a moderator variable in Sleman Regency collage students

Pengaruh welas asih diri terhadap kemakmuran dengan pola pikir berkembang sebagai variabel moderator pada mahasiswa di Kabupaten Sleman

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<b>ARTICLE INFO:</b>	<b>ABSTRACT</b>
Received: 2025-04-03 Revised: 2025-05-07 Accepted: 2025-05-10	<p>Students in Sleman Regency often experience academic pressure that can lead to stress and burnout, affecting their psychological well-being. Such conditions impact both mental health and students' academic and social functioning in higher education. This study aims to investigate the influence of self-compassion on flourishing and to examine the moderating role of growth mindset in this relationship. Employing a quantitative research design, data were collected from 132 students in Sleman Regency selected through purposive sampling. The instruments used included the Self-Compassion Scale, Flourishing Scale, and Growth Mindset Scale. Data analysis was performed using moderated regression analysis. The results were obtained from the analysis using moderated regression analysis with a correlation coefficient value (<math>r</math>) of 0.035 (<math>&lt;0.05</math>). The results showed that self-compassion had a significant positive influence on flourishing, and the growth mindset not be able to moderated the relationship significantly. Growth mindset moderation of the relationship between flourishing and self-compassion was not significant (<math>Z = -0.929</math>, <math>p = 0.353</math>, 95% CI <math>[-0.287, 0.0941]</math>). These findings indicate that growth mindset functions more as a mediating mechanism than as a factor that strengthens or weakens the relationship between flourishing and self-compassion.</p>
<b>Keywords:</b> Self-compassion, flourishing, growth mindset	<b>ABSTRACT</b> <p>Mahasiswa di Kabupaten Sleman menghadapi tekanan akademik yang mampu memicu stres dan burnout serta menghambat kesejahteraan psikologis. Kondisi tersebut berdampak pada kesejahteraan mental mahasiswa serta dapat menghambat kegiatan akademik maupun sosial di perguruan tinggi. Penelitian ini bertujuan untuk menguji pengaruh self-compassion terhadap flourishing, serta melihat peran growth mindset sebagai variabel moderator. Penelitian dilakukan dengan pendekatan kuantitatif. Responden dalam penelitian ini sebanyak 132 Mahasiswa di Kabupaten Sleman yang ditentukan dengan teknik purposive sampling. Data dikumpulkan dan di analisis menggunakan moderated regression analysis. Instrumen yang digunakan yaitu skala self-compassion, skala flourishing, dan skala growth mindset. Hasil diperoleh dari analisis menggunakan moderated regression analyze dengan diperoleh nilai koefisien korelasi (<math>r</math>) sebesar 0.035 (<math>&lt;0.05</math>). Hasil menunjukkan bahwa self-compassion memiliki pengaruh positif signifikan terhadap flourishing, dan growth mindset tidak mampu memoderasi hubungan tersebut secara signifikan. Moderasi growth mindset terhadap hubungan flourishing dan self-compassion tidak signifikan (<math>Z = -0.929</math>, <math>p = 0.353</math>, 95% CI <math>[-0.287, 0.0941]</math>). Temuan ini mengindikasikan bahwa growth mindset lebih berfungsi sebagai mekanisme mediasi daripada sebagai faktor yang memperkuat atau memperlemah hubungan antara flourishing dan self-compassion. Penelitian ini berkontribusi dalam pengembangan strategi intervensi psikologis bagi mahasiswa, dengan menekankan pentingnya membangun self-compassion dan pola pikir berkembang dalam menghadapi tekanan akademik.</p>
<b>Kata Kunci:</b> Belas kasih diri, berkembang, pola pikir pertumbuhan	

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## 1. INTRODUCTION

Students are among the groups most vulnerable to mental health problems. This vulnerability arises from the numerous pressures and transitions they face during their social and academic activities (Prasetio & Triwahyuni, 2022). Students are individuals undergoing a transitional phase from late adolescence to early adulthood, typically between the ages of 18 and 25 years (Mariyati et al., 2023). During this period, students are required to adapt to social environments that differ significantly from previous life stages. Sleman Regency is a prominent educational hub in Indonesia, hosting 233,424 students (BPS DIY, 2020). The substantial student population in Sleman Regency is partly due to the influx of students migrating from other regions to pursue their studies. The diverse regional origins of these students reflect a wide range of cultural and social backgrounds (Pebrian Diandra et al., 2024), resulting in variations in learning motivation, learning styles, and educational approaches. This diversity creates a competitive academic environment where students must not only excel academically but also maintain strong emotional well-being.

A preliminary study conducted via Google Form revealed that approximately 93.3% of students reported facing difficulties during their lectures and daily life in their respective regions. Supporting this, a study by Idham et al. (2019) found that 58.1% of student participants in Surabaya exhibited relatively high levels of suicidal ideation and suicide attempts. Students experiencing such thoughts often encounter significant challenges in managing their academic responsibilities and social interactions within the university environment. This is due to dissatisfaction with themselves which makes it difficult for students to develop. Another study revealed that in Indonesia there are around 36.7 – 71.6% of the research sample that admits academic stress (Ambarwati et al., 2017). The difficulties and level of mental disorders in students show the need for awareness of mental health. Research conducted at one of the public universities in Sleman Regency stated that as many as 70.8% of students are aware that mental health disorders can affect various aspects of their academic life (Bintang Nugroho et al., 2022). These difficulties highlight the urgent need to raise awareness about mental health among students. Mental health is defined as a psychological state that reflects an individual's ability to adapt and solve problems arising from internal conflicts or external environmental challenges (Anwar and Julia, 2021). According to World Health Organization, the concept of mental health is mental well-being that allows a person to be able to cope with the pressures in life, be able to be aware of one's abilities, learn and act well, and be able to contribute to the environment (WHO, 2022).

Mental health refers to having a positive perception of one's potential, effective problem-solving skills, the ability to adapt to various situations, and the capacity to maintain positive actions and thoughts. In this context, mental health is closely linked to the concept of positive psychology, which focuses on enhancing an individual's overall quality of life. The goal of positive psychology is the highest level of well-being, which today is called flourishing (Nihayah et al., 2022). Flourishing is an expanded concept of happiness and well-

being. Initially, Seligman (2002) defined true happiness as comprising positive emotion, engagement, and meaning. However, in 2011, Seligman revised this model and introduced five key dimensions summarized by the acronym PERMA: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment.

Positive emotion refers to the feeling of happiness that is reflected in joy and cheerfulness. Positive Emotion refers to the aspect of happiness where a person views the past with joy and the future with hope, leading to a generally positive emotional outlook on life (Elfida et al., 2021). Engagement is the involvement in activities that provide a satisfying and absorbing experience for the individual (Dewa et al., 2024). Relationship pertains to having good, supportive connections with others, which play a crucial role in achieving well-being by providing emotional and social support. Meaning is the sense that one's life has purpose and significance, often through experiences that give a person clear goal and a sense of direction. Accomplishment occurs when a person feels capable and successful in reaching their goals, fostering a sense of competence and achievement. Flourishing can be achieved if a person can develop to the fullest and is able to optimize positive feelings and character strength (Seligman, 2002).

Someone who experiences flourishing feels that every life experience is valuable and meaningful, contributing to their life achievements. They maintain positive relationships with others and actively participate as members of their community (Sekarini et al., 2020). Research shows that students are aware of their responsibilities towards themselves and their environment. They also experience competition in various areas of life, including social, academic, work, personal interests, and family (Fong and Loi, 2016).

The results of the preliminary study show that 86.7% of students are aware that they have control over themselves. However, 93.3% of respondents reported difficulties in various aspects of academic life, which could disrupt their academic progress. The high level of difficulties experienced indicates that many students have not yet achieved optimal well-being, as evidenced by ongoing welfare challenges. Therefore, it is important for students to develop a good level of flourishing to help realize their hopes and ideals. Research by Idham et al. (2019) found that 36 out of 62 students exhibited high levels of suicidal ideation and attempts. This situation may stem from a lack of mental health literacy among students, which negatively impacts their well-being. The problem also relates with the generally low level of flourishing among students, who face greater mental burdens compared to earlier developmental stages. Other results of preliminary study, students need to achieve the demands given to them and also the expectations that have been given to students. Therefore, vulnerable students will experience mental problems.

Well-being is influenced by several factors. According to the theory developed by Ryff and Keyes (1995), the dimensions that affect well-being include autonomy, personal growth, mastery of the environment, positive relationships with others, purpose in life, and self-acceptance. Self-acceptance refers to having a positive attitude towards oneself by accepting

both one's strengths and weaknesses (Ernest and Monika, 2023). Basharpour et al. (2016) argue that self-acceptance should be understood as self-compassion, which describes accepting aspects of oneself or one's past choices that were previously undesirable.

Self-compassion is a form of self-love that involves supporting oneself when faced with suffering caused by personal mistakes, incompetence, or external challenges (Neff, 2023). It consists of six key elements: self-kindness, common humanity, mindfulness, self-judgment, isolation, and over-identification.

Students need sufficient self-compassion to navigate academic and social life at university effectively. With self-compassion, students can better regulate their emotions when dealing with academic pressure and stress. It allows them to view failures and difficulties as part of the learning process rather than obstacles. Students with self-compassion tend to be less vulnerable to anxiety and feelings of worthlessness, which can negatively affect academic performance (Neff, 2009). Such students demonstrate a positive emotional attitude when facing failure, remaining kind and supportive to themselves. This involves recognizing human imperfection and providing comfort and encouragement to oneself (Apsari and Utomo, 2024).

Growth mindset refers to an individual's belief system about the potential for personal development, which can either positively or negatively influence their life progress (Islamy et al., 2023). Empowerment through self-compassion is essential for this cognitive development, as it helps individuals shape their thoughts and behaviors. Research conducted by Islamy et al. (2023) found that growth mindset has a significant influence on self-compassion, accounting for 32 percent of the variance. These findings indicate a meaningful relationship between growth mindset and self-compassion.

Growth mindset is the belief that abilities, intelligence, and skills can be developed through effort, practice, and perseverance (Dweck, 2006). Students with a growth mindset tend to see challenges as opportunities for learning and personal development, embracing failure as a natural and valuable part of the process. In contrast, students with a fixed mindset often fear failure and avoid challenges, which can hinder their academic progress. A growth mindset provides a foundation for students to interpret obstacles and setbacks not as threats, but as essential experiences for growth. This mindset also fosters greater self-compassion, as individuals who believe in their capacity to grow tend to respond to their own failures with kindness and understanding, rather than harsh self-judgment.

Thus, the link between growth mindset and self-compassion lies in how individuals manage challenges and imperfections – those with a strong growth mindset are more likely to treat themselves with patience and support, helping them cope better with academic pressures and setbacks.

Until now, there are still not many studies that associate the self-compassion variable with the flourishing variable and use the moderator variable. Previous research has linked variables separately and most of the research subjects are not from students. This explanation refers to the purpose of this study to find out the relationship between self-compassion and

flourishing by using growth mindset as a moderator variable in Sleman Regency students. The hypothesis in this study is growth mindset moderates the influence between self-compassion and flourishing in students, with a high level of growth mindset in students will make the positive relationship between self-compassion and flourishing stronger. Self-compassion will help students in accepting themselves and growth mindset plays a role in encouraging students to continue to process from experiences so that meaningful feelings will be created.

## **2. METHOD**

The sampling technique of this study is using the purposive sampling method. Purposive sampling is a non-random sampling method in which researchers ensure an illustrative quote from a special identity that matches the research purpose (Lenaini, 2021). The selection of purposive sampling was adjusted to the purpose of the study because it was non-probability and focused on characteristics that were considered relevant to this study. The characteristics of the participants sought are active students ranging from 18-26 years old from universities located in Sleman Regency. The students who are sought are students who are under pressure in academics, and who voluntarily fill in the research scale honestly. The purposive sampling technique helps to ensure that each respondent can present on the problem being researched, so as to support the main purpose of the research on the appropriate and critical respondents on this issue. The statements on each scale used in the study were tested for validity. The validity test uses the content validity formula, which is measured and evaluated by professional judgement. The reliability of each scale is calculated using the Alpha Cronbach formula. Each variable used has a high reliability value and is acceptable by referring to the reliability limit ( $\alpha > 0.70$ ). Self-compassion scale obtained a value by 0.786, flourishing scale obtained 0.866, and growth mindset obtained a value of 0.821. The value means that each variable can be used in the research.

Data was obtained using questionnaires given to respondents through the media *Google Form* with the Likert scale model. The responses given on the Likert scale amounted to 5 answer options very agree, agree, neutral, disagree, and strongly disagree. In this study, a quantitative regression method is used in an effort to find out how the relationship between self-compassion with flourishing and growth mindset as a moderator variable. Data analysis techniques using linear regression analysis and also moderated regression which aims to see the relationship between self-compassion and flourishing to students of Sleman Regency with growth mindset as a moderator variable. The analysis uses computerization with SPSS 26.0 for Mac.

### **Participants**

According to BPS DIY (2020), the student population in Sleman Regency is 111,025 individuals. This study involved a sample of 132 students, determined using the Slovin

formula with a 10% margin of error. Among the respondents, 103 were female and 29 were male. The largest age group of respondents was 21 years old, comprising 20.4% of the sample, while the smallest group was 18 years old at 3.4%. Participants were recruited through an open invitation distributed via flyers or brochures shared online on campus-based platforms. Additionally, assistance was sought from students at the targeted campuses to help distribute the invitation to eligible respondents. Data collection was conducted through Google Forms, and participation was voluntary without any coercion.

## Measures

This study uses three research scales consisting of self-compassion, flourishing, and growth mindset. Self-compassion scale which consists of 20 items with reference to the theoretical concept put forward by Neff in 2003, which was then adjusted to the reference of the translation carried out by Sugianto published in 2020. Self-compassion scale measure six aspects of this variable itself. Aspects of this variable are self-kindness, common humanity, mindfulness, self-judgement, isolation, and over identification. In the results of the validity test, it was stated that 2 items were eliminated so that only 20 items were used in the study. From the results of the tests that have been carried out previously, it is known the reliability value of each variable used. Reliability test results Cronbach's Alpha from the scale self-compassion by 0.786. This shows that the scale self-compassion is considered reliable for research. Examples of items used on the self-compassion scale ask "I find it difficult to get back from my downtime" or any other item stating "I strive to embrace the negative feelings I experience when experiencing academic failures".

The flourishing scale was modified on the Perma-profiler scale in Indonesians by 15 items and included five aspects of Elfida et al., (2021) flourishing by Seligman. The validity test of this measuring tool states that the measuring tool is able to achieve a good validity value with no items falling. From the reliability test of the dependent variable using the flourishing scale, it is known that the reliability value is 0.866, the value shows that the flourishing scale is considered reliable and can be used in research. Some examples of items used in this study ask "How confident are you that you are living a life full of meaning and purpose?" and "In general, how often do you feel happy in an academic environment?". The growth mindset scale modifies from the measuring tool with the heading of Sembiring (2017) the growth mindset measuring tool. This scale refers to Dweeck's theory and the growth mindset scale used consists of 22 items. The validity test has obtained the result that 2 items need to be eliminated in the study, so that only 20 items are included. Some of the statements aimed at are "Intelligence is not a static thing, but it can be developed" and also "Determination and hard work will provide very wide opportunities for self-development". The results of the reliability test obtained a value of 0.821 and showed reliable results that could be used in research.

### 3. RESULTS

**Table 1** Subjects data based on gender

Gender	Percentages (%)	Frequencies
Male	21,9	29
Female	78,1	103
Total	100	132

Table 1 shows the overall data of 132 respondents based on gender, stating that 21.9% of respondents totalling 29 are men and 78.1% of respondents totalling 103 are women.

The first step in the research carried out is to find out the amount of assumption test values in each scale. In the normality test with Kolomogorov-Smirnov on the scales tested, the results of asymp values were obtained. Sig. by 0.200 which is more than 0.05. Based on the Kolomogorov-Smirnov normality test, the result of the analysis is that the distribution of data is normal. The hypothesis test was carried out by moderated regression analysis and showed the results of a significance value of 0.046 ( $<0.05$ ) and an R square value of 0.222. Therefore, it can be concluded that the hypothesis of the study is accepted. The R Square value shows that the growth mindset variable is able to moderate the self-compassion variable to the flourishing variable.

The results of data analysis on the results of research conducted on a scale self-compassion to the scale flourishing showed a significance value of 0.004 ( $<0.05$ ). Therefore, it can be known that the variable self-compassion have a significant effect on the variables flourishing. While the value of R Square of 0.064 means that the contribution of the influence of self-compassion to the variable flourishing by 6.4%.

**Table 2** Simple Linear Regression Analysis Result Between Self Compassion and Flourishing

Variable	B	Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	43.255	5.286		8.183	<.001
Self-Compassion	0.198	0.067	0.252	2.959	0.004

From the results of the analysis, a simple regression analysis of the variables of self-compassion and flourishing showed a weak positive relationship between self-compassion and flourishing ( $R=0.252$ ).

**Table 3** R Test Result from Simple Linear Regression Analysis

Variable	R	R Square	Adjusted R Square	t	Sig.
Flourishing	0.252	0.064	0.56	2.959	0.004

The results of the study with moderated regression analysis showed that the significance value of the interaction variable between self-compassion and growth mindset was 0.035 (<0.05), so it was concluded that the growth mindset variable was able to moderate the influence of the self-compassion variable on the flourishing variable. Where it is known that the R Square value of 0.249 means that the contribution of the influence of self-compassion to the flourishing variable after the moderation variable is 24.9%.

**Table 4** Moderated Regression Analysis Result Between Self Compassion, Flourishing, and Growth Mindset

Variable	B	Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	-57.965	32.952		-1.759	.081
Self-Compassion	1.109	.417	1.409	2.660	.009
Growth Mindset	1.261	.416	1.304	3.029	.003
Interaction	-.011	.005	-1.377	-2.133	.035

The results of the R test showed a value of R = 0.499 which means that there is a combined correlation between self-compassion and flourishing with a growth mindset as a moderate to strong moderator. The R Square value of 24.9% indicates that the existence of a growth mindset increases the predictive of self-compassion and flourishing. The error standard decreases which indicates that the use of this model is more appropriate and more stable.

**Table 5** R Test Result from Moderated Regression Analysis

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
Interaction	0,499	0.249	0.232	7.87585

The results of the simple slope analysis showed that the effect of flourishing on self-compassion was not significant at all levels of growth mindset. At the average growth mindset level (B = -0.0912, p = 0.353), low (B = -0.0263, p = 0.858), and high (B = -0.1561, p = 0.309), the p value was insignificant and the confidence interval was zero. Thus, the growth mindset does not moderate the relationship between flourishing and self-compassion. The results of the simple slope analysis showed that growth mindset did not moderate the relationship between flourishing and self-compassion. The effect of flourishing on self-compassion was not significant at low levels of growth mindset (B = -0.0263, SE = 0.1469, p = 0.858, 95% CI [-0.320, 0.266]), moderate or mean (B = -0.0912, SE = 0.0982, p = 0.353, 95% CI [-0.287, 0.0941]), or high (B = -0.1561, SE = 0.1535, p = 0.309, 95% CI [-0.434, 0.1632]).

**Table 6** *Simple Slope Estimate*

	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
<b>Average</b>	-0.0912	0.0982	-0.287	0.0941	-0.929	0.353
<b>Low (-1SD)</b>	-0.0263	0.1469	-0.320	0.2660	-0.179	0.858
<b>High (+1SD)</b>	-0.1561	0.1535	-0.434	0.1632	-1.017	0.309

## 5. DISCUSSION

The results of the study revealed that self-compassion has a significant positive effect on the level of flourishing. Additionally, a simple regression test showed that growth mindset also positively influences flourishing. The significant interaction effect ( $p = 0.035$ ) indicates that growth mindset acts as a moderator in the relationship between self-compassion and flourishing. Specifically, growth mindset contributes 24.9% to this relationship. This suggests that students with low self-compassion and low flourishing levels also tend to have a poor growth mindset. These findings align with research by Njotowibowo and Engry (2023), which found that students who struggle to accept themselves when facing challenges are more vulnerable to academic stress. Similarly, Zulfa and Prastuti (2020) reported a significant positive association between self-compassion and flourishing. Together, these studies highlight higher levels of self-compassion are linked to higher levels of flourishing, whereas lower self-compassion is associated with reduced flourishing. This is because feelings of worthlessness can diminish students' motivation and enthusiasm for their academic journey.

The significant positive relationship between self-compassion and flourishing can be explained by the strong connection between these variables. Research data indicates that individuals with good self-compassion also have a healthy awareness of their own limitations. The average self-compassion level among students in Sleman Regency was found to be 77.93%, indicating that these students generally possess a good level of self-compassion. According to Neff (2009), self-compassion develops through self-respect and the acknowledgment of personal limitations. Most respondents in this study demonstrated this awareness, recognizing their shortcomings while still appreciating themselves without exaggeration. This self-awareness plays a crucial role in achieving flourishing, as it helps relieve psychological pressure. Students with a good level of self-compassion are aware of their academic challenges and failures but also understand that facing difficulties during their studies is a normal experience, not a unique burden. This aligns with the findings of Zulfa and Prastuti (2020), who also emphasized that academic difficulties are a natural part of student life, experienced by all students rather than just a few.

The research hypothesis states that the variable growth mindset has a role in variable relationships self-compassion and flourishing. The result of the study indicate that growth mindset acts as a mediator rather than moderator in the influence between self-compassion and flourishing. This is supported by the significant findings from the analysis of both the moderator and interaction variables. An interesting finding is the presence of a negative

interaction effect, suggesting that the influence of self-compassion on flourishing becomes stronger when the level of growth mindset is lower.

Self-compassion can be a foundation and balance the psychological aspects of students when their thoughts and feelings about the ability to think positively have not been developed or optimal. Students with self-compassion the good ones will be better able to take advantage of growth mindset to increase the level flourishing they. Meanwhile, for students who do not have good growth mindset, the relationship between self-compassion and flourishing tends to be weaker or not so significant. The results show that a good mindset is essential for increasing the positive impact of self-compassion towards flourish and more meaningful life achievements. The explanation explains that the need for a level of flourish which is good for students so that they can live life activities better (Njotowibowo and Engry, 2023).

Previous research has shown that self-kindness which is one of the aspects of self-compassion which is able to affect the level of flourishing (Stallman et al., 2018). Self-kindness is the act of a person who treats himself well, which in line with the concept of growth mindset who try to view and show behavior positively to themselves and events experienced or in the future. The results of the research that have been carried out show that individuals who have a level self-compassion low will have an impact on the way of looking at the problems faced. Individuals with the condition focus more on the failures experienced than on taking the opportunity to grow. This statement is supported by how respondents find it difficult to rise from the downturn they experienced in the academic context. The situation experienced by some respondents makes them often blame themselves for all mistakes in academics.

The reason for accepting from the hypothesis test can be attributed to the agreement among respondents regarding the relationships between the variables. A dominant finding in this study is that students who experience academic difficulties are aware that such challenges are common within the academic community. This positive and constructive mindset can serve as a foundation for students to pursue their academic activities with the goal of achieving flourishing. Additionally, a growth mindset can help reduce the negative effects of low self-compassion on flourishing. By embracing criticism and making new efforts, students are more likely to take positive actions that support their personal development (Srihastuti & Wulandari, 2021).

The concept of flourishing, which involves achieving one's full potential across various aspects of life, highlights the important role of growth mindset in optimizing the influence of self-compassion on flourishing. When students practice self-empathy, they become better equipped to overcome emotional and psychological challenges that may hinder their ability to thrive in both academic and life settings. However, without a growth mindset, individuals may fail to recognize opportunities for further development. In contrast, a growth mindset encourages people to use self-empathy as a foundation to continue progressing toward realizing their greater potential and achieving flourishing (Mayshita et al., 2023).

The results of the simple slope analysis showed that the effect of flourishing on self-compassion was not significant at all levels of growth mindset. At the average growth mindset

levels ( $b = -0.0912$ ,  $p = 0.353$ ), low ( $b = -0.0263$ ,  $p = 0.858$ ), and high ( $b = -0.1561$ ,  $p = 0.309$ ), the  $p$  value was insignificant and the confidence interval was zero. Thus, the growth mindset does not moderate the relationship between flourishing and self-compassion.

These findings show that growth mindset is not a variable that strengthens or weakens the influence between flourishing and self-compassion in the context of this study sample. This may be due to the possibility that the relationship between the two variables is direct or that the influence of growth mindset on other psychological processes is more complex and does not directly affect the relationship between flourishing and self-compassion. The results of the moderation analysis showed that growth mindset did not moderate the relationship between flourishing and self-compassion, because the influence of the predictor (flourishing) on the dependent variable (self-compassion) at the low, medium, and high levels of growth mindset was not statistically significant, and the confidence interval was zero.

Theoretically, this failure to detect the moderation effect can be caused by several things. First, the growth mindset plays more of a role as an internal process mechanism, namely a mediator than as a modifier of influencing power as is done, namely the moderator. In this context, the growth mindset works more as a liaison explaining why flourishing can encourage increased self-compassion, not the state of the influence to become stronger or weaker. Second, the level of data variability in the growth mindset construct in this sample was not high to produce a significant interaction effect. The lack of diversity of scores in the moderator variables can lead to low statistical power in identifying the effect of moderation.

Based on findings that show that growth mindset does not play a significant role as a moderator in the relationship between flourishing and self-compassion, it is suggested that further research consider examining growth mindset as a mediating variable. This is in line with the characteristics of growth mindset as an internal psychological construct that tends to function to bridge cognitive and affective processes, rather than moderating the strength of relationships between variables. Follow-up research may also explore other, more contextual moderators, such as social support, emotion regulation strategies, or academic environmental factors, that may be more relevant in strengthening the relationship between flourishing and self-compassion. Practically, these results indicate that the increase in self-compassion in individuals with high flourishing rates is not affected by variations in growth mindset. Therefore, interventions to improve self-compassion should not only focus on developing a growth mindset, but also include hands-on approaches such as mindfulness training, self-reflection development, and self-acceptance techniques, which are more applicable in supporting overall psychological well-being.

## **6. CONCLUSION**

Based on the results of this study, there are several things that can be concluded, namely that there is a significant from influence between the self-compassion variable and the flourishing variable in students in Sleman Regency with positive regression. This means that there is a link if the high value of self-compassion is also followed by a high level of

flourishing. In addition, the growth mindset variable is unable to moderate the influence between self-compassion and flourishing. Growth mindset capable for mediator rather than as moderator variable. This indicates that a higher level of self-compassion is associated with a higher level of flourishing. Second, the growth mindset variable was found not be able to moderate the influence between self compassion and flourishing. Growth mindset is more appropriate to be a moderation variable than moderator variable in this study. In other words, the influence of self-compassion on flourishing can be strengthened when students possess a strong growth mindset.

These findings suggest that it is important for students to cultivate and maintain both self-compassion and a growth mindset in order to support their overall well-being and personal development during their academic journey. Efforts to develop a growth mindset may help students respond more positively to academic challenges, thus enhancing their flourishing.

For future research, seeing that growth mindset does not have a significant role as a moderator in the relationship between flourishing and self-compassion, it is suggested that further research explore growth mindset as a mediating variable. This is relevant to the nature of the growth mindset that better reflects internal psychological processes, which can bridge the influence of affective variables on adaptive responses in students.

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