

LAMPIRAN



1. Surat Izin Penelitian



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Nomor : 405/D/FSHS/Usahid-Ska/VII/2026
Lampiran :
Perihal : Permohonan Ijin Pengambilan Data Penelitian Skripsi / Tugas Akhir

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Guna memenuhi persyaratan perkuliahan Program S-1 di Universitas Sahid Surakarta, mahasiswa diwajibkan untuk menempuh Skripsi / Tugas Akhir. Dimana perlu diadakannya pengambilan data penelitian di instansi yang terkait dengan bidang keilmuan yang ditekuni.

Dalam rangka melaksanakan kegiatan tersebut, bersama ini kami menyampaikan permohonan ijin bagi mahasiswa kami untuk dapat melakukan pengambilan data penelitian di instansi yang Bapak/Tbu pimpin. Adapun data mahasiswa tersebut adalah sebagai berikut:

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Nomor Induk Mahasiswa	: 2025034007
Program Studi	: Psikologi
Judul Skripsi	: Pengaruh Perilaku Self-Care dan Self-Compassion terhadap Mental Well-being Mahasiswa melalui Mediator Resiliensi
Waktu Penelitian	: 9 Mei 2026 s/d 9 Juni 2026

Demikian atas perhatian dan kerja sama yang baik, kami mengucapkan terima kasih.

Surakarta, 09 Juli 2026

Mengetahui,

Dekan Fakultas Sosial, Humaniora dan Seni

Faqih Purnomosidi, S.Psi., M.Si
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Bapak/Ibu Dekan Fakultas Sosial, Humaniora, dan Seni
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Dengan hormat,

Berdasarkan surat dari Fakultas Sosial, Humaniora, dan Seni Universitas Sahid Surakarta, dengan Nomor: 405/D/FSHS/Usahid-Ska/VII/2026, tanggal 09 Juli 2026 tentang Permohonan Izin Pengambilan Data Penelitian Skripsi/Tugas, maka disampaikan bahwa nama yang tersebut dibawah ini:

Nama : FITRIAH
Nomor Induk Mahasiswa : 2025034007
Program Studi : Psikologi
Judul Skripsi : Pengaruh Perilaku Self-Care dan Self- Compassion terhadap Mental Well-being Mahasiswa melalui Mediator Resiliensi.
Waktu Penelitian : 9 Mei 2026 s/d 9 Juni 2026

Untuk selesai pengambilan data penelitian di SMA SWASTA BUDI AGUNG MEDAN, yang dilaksanakan pada tanggal 9 Mei 2026 s/d 9 Juni 2026.

Demikian surat balasan telah menyelesaikan Pengambilan Data Penelitian ini di sampaikan atas perhatian dan kerjasamanya di ucapkan terima kasih.

Medan, 10 Juni 2026

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2.	5 Juni 2026	Bimbingan Bab I	
3.	18 Juni 2026	Bimbingan Revisi Bab I	
4.	10 Juni 2026	Bimbingan Bab II	
5.	12 Juni 2026	Bimbingan Revisi Bab II	
6.	18 Juni 2026	Bimbingan Bab II	
7.	22 Juni 2026	ACC SEMPRO	

Surakarta, 26 Juli 2026.

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FORMULIR BIMBINGAN PROPOSAL SKRIPSI

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6.	22 Juni 2026	Acc Sempro	<i>F.</i>

Surakarta, 26 Juli 2026

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Dear Respected Author

Thank you for submitting a scientific article to be published in Afkaruna: Indonesian Interdisciplinary Journal of Islamic Studies with the title: "The Influence of Self-Care and Self-Compassion Behavior on Students' Mental Well-Being Through Resilience Mediator: An Islamic Psychological Perspective".

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The Influence of Self-Care and Self-Compassion Behavior on Students' Mental Well-Being Through Resilience Mediator: An Islamic Psychological Perspective

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Abstract

University students today face increasing academic demands, social pressures, and rapid sociocultural changes that may affect their mental well-being. From an Islamic psychological perspective, inner strength and balance are essential for maintaining psychological health. This study aims to examine the relationships between self-care behavior, self-compassion, resilience, and students' mental well-being, with a particular focus on the mediating role of resilience. A cross-sectional survey was conducted with 361 university students using a non-probability sampling technique, and the data were analyzed using Structural Equation Modeling, Partial Least Squares (SEM-PLS). The findings indicate that resilience is strongly associated with students' mental well-being, highlighting its central role as a key psychological resource. Self-care behavior is positively related to both resilience and mental well-being, with resilience acting as an important pathway linking self-care to improved well-being. However, self-compassion does not demonstrate a significant positive relationship with resilience or mental well-being, suggesting that its role may vary across cultural contexts, particularly in non-Western settings. These findings underscore the importance of promoting resilience and adaptive self-care as central components of student mental health interventions. From an Islamic psychological perspective, resilience reflects inner endurance, patience (*sabr*), and spiritual balance, offering a culturally grounded framework for understanding well-being. This study contributes to a more context-sensitive and integrative approach to student mental health by highlighting the dynamic interaction between behavioral and psychological resources.

Keywords: Self-Care Behavior, Self-Compassion, Mental Well-Being, Resilience, Islamic Psychological.

Introduction

Today, it is increasingly difficult for students to cope with academic demands, social pressures, and rapid sociocultural changes.¹ Students are faced with stressors such as academic workload, future

¹ Mary Jebii Chemagosi, "Student Well-Being in Higher Education Institutions: Academic Pressures," in *Student Well-Being in Higher Education Institutions* (IGI Global, 2024), 81–106.



career uncertainty, financial worries, and social comparison, which put them at high risk for psychological distress.² In Indonesia, particularly among students in North Sumatra, these challenges are increasingly shaped by cultural expectations, family obligations, and the transition from traditional values to modern academic environments.³ Consequently, identifying psychological resources that enhance students' mental well-being is crucial for improving it. Mental well-being refers to a positive psychological state characterized by emotional balance, effective functioning, and the ability to cope with everyday stressors.⁴ It encompasses not only the absence of mental illness but also the presence of positive psychological functioning, including self-acceptance, purpose in life, and emotional regulation.⁵ Previous studies have consistently shown that internal psychological factors and adaptive behavioral strategies influence students' mental well-being.⁶ Among these factors, self-care and self-compassion are increasingly receiving attention as protective factors for students' psychological health, underscoring mental well-being as a crucial issue in higher education.

Self-care behaviors refer to deliberate actions individuals undertake to maintain and enhance their physical, emotional, and psychological well-being.⁷ These behaviors include adequate rest, healthy eating, physical activity, emotional regulation, and seeking social support when needed.⁸ Self-care enables students to manage stress more effectively and maintain psychological balance amidst academic pressures.⁹ Empirical evidence suggests that students who consistently engage in self-care behaviors tend to report higher levels of mental well-being and lower levels of stress and burnout.¹⁰ However, self-care alone may not fully explain individual differences in psychological outcomes, particularly when students face prolonged or cumulative stress.

In parallel, self-compassion has been conceptualized as an adaptive emotion regulation strategy involving self-kindness, acknowledgment of shared humanity, and mindful awareness of personal difficulties.¹¹ Self-compassion allows individuals to respond to personal failures and hardships with understanding rather than self-criticism. Numerous studies have shown that self-compassion is associated with reduced anxiety, depression, and emotional distress, as well as increased well-being among college students.¹² However, empirical findings on the relationship between self-compassion and mental well-being are not always consistent across cultural contexts, suggesting the need for further investigation, particularly among non-Western college students.

² Pierre Verger et al., "Psychological Distress in First Year University Students: Socioeconomic and Academic Stressors, Master y and Social Support in Young Men and Women," *Social Psychiatry and Psychiatric Epidemiology* 44, no. 8 (2009): 643–50.

³ Ahmad Fauzan, "The Transformation of Traditional Culture in Responding to the Challenges of Globalization in Local Indonesian Communities," *The Journal of Academic Science* 2, no. 3 (2025): 1021–30.

⁴ Carlos Freire et al., "Profiles of Psychological Well-Being and Coping Strategies among University Students," *Frontiers in Psychology* 7 (2016): 1554.

⁵ Qinghua Lu et al., "Relationship between Emotional Intelligence, Self-Acceptance, and Positive Coping Styles among Chinese Psychiatric Nurses in Shandong," *Frontiers in Psychology* 13 (2022): 837917.

⁶ Francisco Manuel Morales-Rodríguez et al., "The Relationship between Psychological Well-Being and Psychosocial Factors in University Students," *International Journal of Environmental Research and Public Health* 17 (2020): 1–20, doi:10.3390/ijerph17134778.

⁷ Patricia A Rupert and Katherine E Dorociak, "Self-Care, Stress, and Well-Being among Practicing Psychologists," *Professional Psychology: Research and Practice* 50, no. 5 (2019): 343.

⁸ Tara W Strine et al., "Health-Related Quality of Life and Health Behaviors by Social and Emotional Support: Their Relevance to Psychiatry and Medicine," *Social Psychiatry and Psychiatric Epidemiology* 43, no. 2 (2008): 151–59.

⁹ Jacqueline S Stephen, "Mindfulness, Self-Care, and Stress Management," in *Academic Success in Online Programs: A Resource for College Students* (Springer, 2024), 173–84.

¹⁰ Monika Hricová, "The Mediating Role of Self-Care Activities in the Stress-Burnout Relationship," *Health Psychology Report* 8, no. 1 (2020): 1–9.

¹¹ Jacob T Miller and Paul Verhaeghen, "Mind Full of Kindness: Self-Awareness, Self-Regulation, and Self-Transcendence as

Vehicles for Compassion," BMC Psychology 10, no. 1 (2022): 188.

¹² Emily Kroshus, Matt Hawrilenko, and Anne Browning, "Stress, Self-Compassion, and Well-Being during the Transition to College," Social Science & Medicine 269 (2021): 113514.



One psychological construct that may help explain the relationship between self-care behaviors, self-compassion, and mental well-being is resilience.¹³ Resilience is an individual's capacity to adapt positively in the face of adversity, stress, and life challenges. Rather than being viewed solely as a stable personal trait, resilience is increasingly understood as a dynamic psychological process that can be strengthened through adaptive behaviors and supportive psychological resources. Among university students, resilience plays an important role in helping them cope with academic pressures and maintain psychological balance when encountering setbacks. Self-care behaviors may support mental well-being by strengthening resilience, as regular self-care helps individuals regulate emotions, maintain physical energy, and manage stress more effectively. Likewise, self-compassion may encourage more adaptive responses to difficulties by reducing harsh self-criticism and fostering emotional acceptance. Students with higher resilience tend to perceive challenges as manageable and are better able to maintain psychological stability, which contributes to their overall mental well-being. From an Islamic psychological perspective, resilience can also be understood in relation to inner spiritual strengths such as patience (*sabr*), trust in God (*tawakkul*), and self-reflection, which help maintain balance between psychological and spiritual well-being. These values emphasize the importance of internal regulation, compassion toward oneself, and adaptive coping when facing life difficulties.

Despite the growing interest in these variables, previous studies have rarely examined the integrative role of resilience as a mediating mechanism linking self-care behaviors and self-compassion to mental well-being, particularly within non-Western and Muslim cultural contexts. Therefore, this study aims to examine the relationships between self-care behavior, self-compassion, resilience, and students' mental well-being, with resilience positioned as a mediating pathway. By integrating psychological constructs with insights from Islamic psychological perspectives, this study seeks to deepen understanding of how personal and spiritual resources may support students' mental well-being in contemporary academic settings.

Research Method

This study employed a quantitative cross-sectional design to examine the relationships among self-care behavior, self-compassion, resilience, and students' mental well-being. Data were collected from 361 university students using a nonprobability sampling technique: voluntary participation via an online survey. The study involved four latent variables measured using standardized self-report questionnaires with Likert-type response scales.

The instruments included measures of self-care behavior (covering physical, psychological, and spiritual aspects), self-compassion based on Neff's theoretical framework, resilience using the Connor-Davidson Resilience Scale (CD-RISC), and mental well-being using the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS). Before structural analysis, the measurement instruments were evaluated to ensure validity and reliability. During the measurement model assessment, several self-care items with low factor loadings were removed to improve construct validity and model fit.

Data analysis was conducted using Structural Equation Modeling-Partial Least Squares (SEM-PLS), which is appropriate for examining multivariate relationships among latent constructs and for testing models with mediating pathways. The analysis followed two main stages. First, the measurement model (outer model) was evaluated using indicator loadings, composite reliability, Cronbach's alpha, and average variance extracted (AVE) to confirm convergent and discriminant validity. Second, the structural model (inner model) was assessed by examining path coefficients,

¹³ Fitriah M. Suud and Awang Dhany Armansyah, "Islamic Resilience of Marginal School Communities Management in An Effort to Educational Transformation," *Afkaruna: Indonesian Interdisciplinary Journal of Islamic Studies* 19, no. 2 (2023): 266–81, doi:10.18196/afkaruna.v19i2.17580.



coefficient of determination (R^2), and the significance of relationships between variables. The significance of direct and indirect effects was tested using a bootstrapping procedure, which provides more robust estimates for hypothesis testing within the proposed research model.

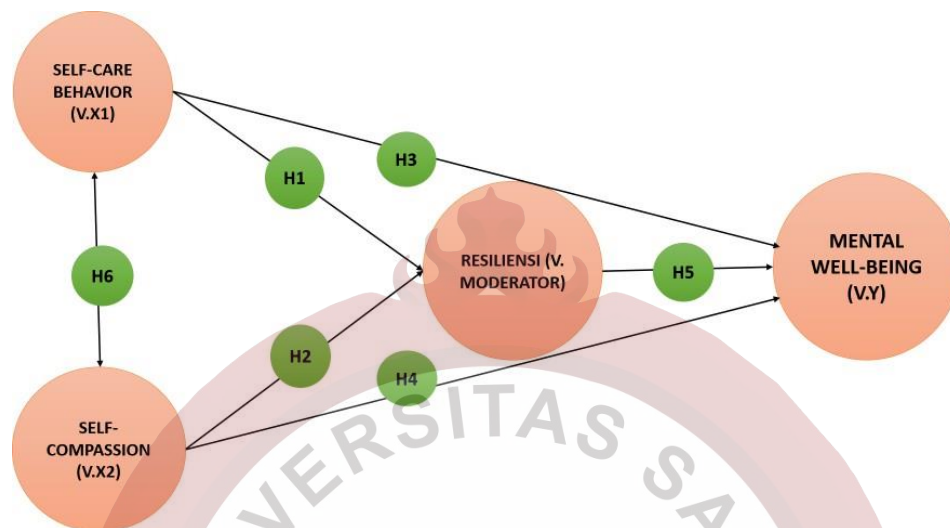


Figure 1. Conceptual Framework of the Research

Self-Care Behavior Scale

Self-care behavior describes the activities individuals engage in to fulfill their need for self-care, to maintain life, health, and well-being. This scale measures three dimensions of self-care: physical (9 items), psychological (9 items), and spiritual (6 items) from 5 Likert scale response options (1 = never, 2 = almost never, 3 = sometimes, 4 = almost always, 5 = always) (see Appendix). This questionnaire initially included 61 items distributed across three dimensions of self-care: physical (29 items), psychological (23 items), and spiritual (9 items).

Self-Compassion Scale

Self-compassion is the ability to accept oneself, love and be generous to oneself, both emotionally and cognitively, when facing problems and suffering.¹⁴

Resilience

Resilience, according to Connor and Davidson, is not just about surviving stress but also about bouncing back and growing stronger after experiencing adversity. The five main dimensions of resilience in the CD-RISC are: Personal Competence and Tenacity, which are self-confidence in one's abilities and tenacity. Second, Trust in One's Instincts & Tolerance of Negative Affect, which refers to trusting one's intuition to persevere. Third, Positive Acceptance of Change & Secure Relationships, which refers to the ability to accept change. Fourth, Control, which refers to feeling in Control of one's life even in stressful situations. Finally, Spirituality refers to belief in the meaning of life or a higher power.

Mental Well-Being

According to Tennant,¹⁵ mental well-being is a positive psychological condition, which includes dimensions of positive feelings (positive affect) and the individual's good psychological functioning

¹⁴ Kristin Neff and Christopher Germer, "Self-Compassion and Psychological 27 Well-Being," The Oxford Handbook of

Compassion Science, 2017, 371.

¹⁵ Tennant et al., (2007)



(positive psychological functioning). Mental well-being is not only characterized by the absence of mental disorders but rather emphasizes aspects of individual functioning and growth in everyday life. The positive effect aspect includes emotional experiences such as happiness, calmness, and optimism about the future. In contrast, the psychological functioning aspect involves the ability to think clearly, build meaningful interpersonal relationships, contribute to the community, achieve life goals, and feel capable and empowered. The WEMWBS (Warwick-Edinburgh Mental Well-Being Scale) was developed to capture both aspects in a balanced way, with a focus on positive well-being rather than symptoms of psychopathology. This scale measures how often an individual has experienced various emotional states and psychological functions that reflect optimal well-being in the past two weeks. The WEMWBS is a measure of mental well-being that focuses entirely on the positive aspects of mental health. Positive mental health is often used interchangeably in academic policy literature with the term mental well-being.

Results and Discussion

Results

The results of the path coefficient analysis revealed several significant relationships among the variables. Resilience had a positive and significant effect on mental well-being ($\beta = 0.612$; $t = 11.542$; $p < 0.001$). As shown in Table 1, several structural relationships were statistically significant. Self-care behaviors had a positive and significant effect on mental well-being ($\beta = 0.159$; $t = 3.710$; $p < 0.001$). Self-care behaviors also significantly influenced resilience ($\beta = 0.297$; $t = 6.358$; $p < 0.001$). In contrast, self-care behaviors showed a negative and significant relationship with self-compassion ($\beta = -0.500$; $t = 14.113$; $p < 0.001$). Similarly, self-compassion negatively affected mental well-being ($\beta = -0.107$; $t = 2.206$; $p = 0.014$) and resilience ($\beta = -0.439$; $t = 9.027$; $p < 0.001$).

Table 1. Path Coefficient (Hypothesis Testing Results)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P Values	Results
Resilience -> Mental Well-Being	0.612	0.611	0.053	11.542	0.000	Proven
Self-Care Behavioral -> Mental Well Being	0.159	0.160	0.043	3.710	0.000	Proven
Self-Care Behavioral -> Resilience	0.297	0.298	0.047	6.358	0.000	Not Proven
Self-Care Behavioral -> Self-Compassion	-0.500	-0.513	0.035	14.113	0.000	Not Proven
Self-Compassion -> Mental Well-Being	-0.107	-0.108	0.049	2.206	0.014	Not Proven
Self-Compassion -> Resilience	-0.439	-0.445	0.049	9.027	0.000	Not Proven

As presented in Table 2, several indirect effects were statistically significant. Self-care behaviors had a positive indirect effect on mental well-being through resilience ($\beta = 0.182$; $t = 5.876$; $p < 0.001$). In addition, self-care behaviors showed a smaller indirect effect on mental well-being through self-compassion ($\beta = 0.054$; $t = 2.121$; $p = 0.017$). A sequential mediation effect was also observed through self-compassion and resilience ($\beta = 0.134$; $t = 5.696$; $p < 0.001$). Furthermore, self-compassion demonstrated a negative indirect effect on mental well-being through resilience ($\beta = -0.269$; $t = 6.552$;

$p < 0.001$).



Table 2. Specific Indirect Effects

Specific Indirect Effects	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Result
Self-Care Behavioral -> Resilience -> Mental Well-Being	0.182	0.182	0.031	5.876	0.000	Proven
Self-Care Behavioral -> Self-Compassion -> Mental Well-Being	0.054	0.055	0.025	2.121	0.017	
Self-Care Behavioral -> Self-Compassion -> Resilience -> Mental Well-Being	0.134	0.140	0.024	5.696	0.000	
Self-Compassion -> Resilience -> Mental Well-Being	-0.269	-0.273	0.041	6.552	0.000	Proven

The structural model presented in Figure 2 is further evaluated using the coefficient of determination (R^2) and Goodness-of-Fit (GoF) indices.

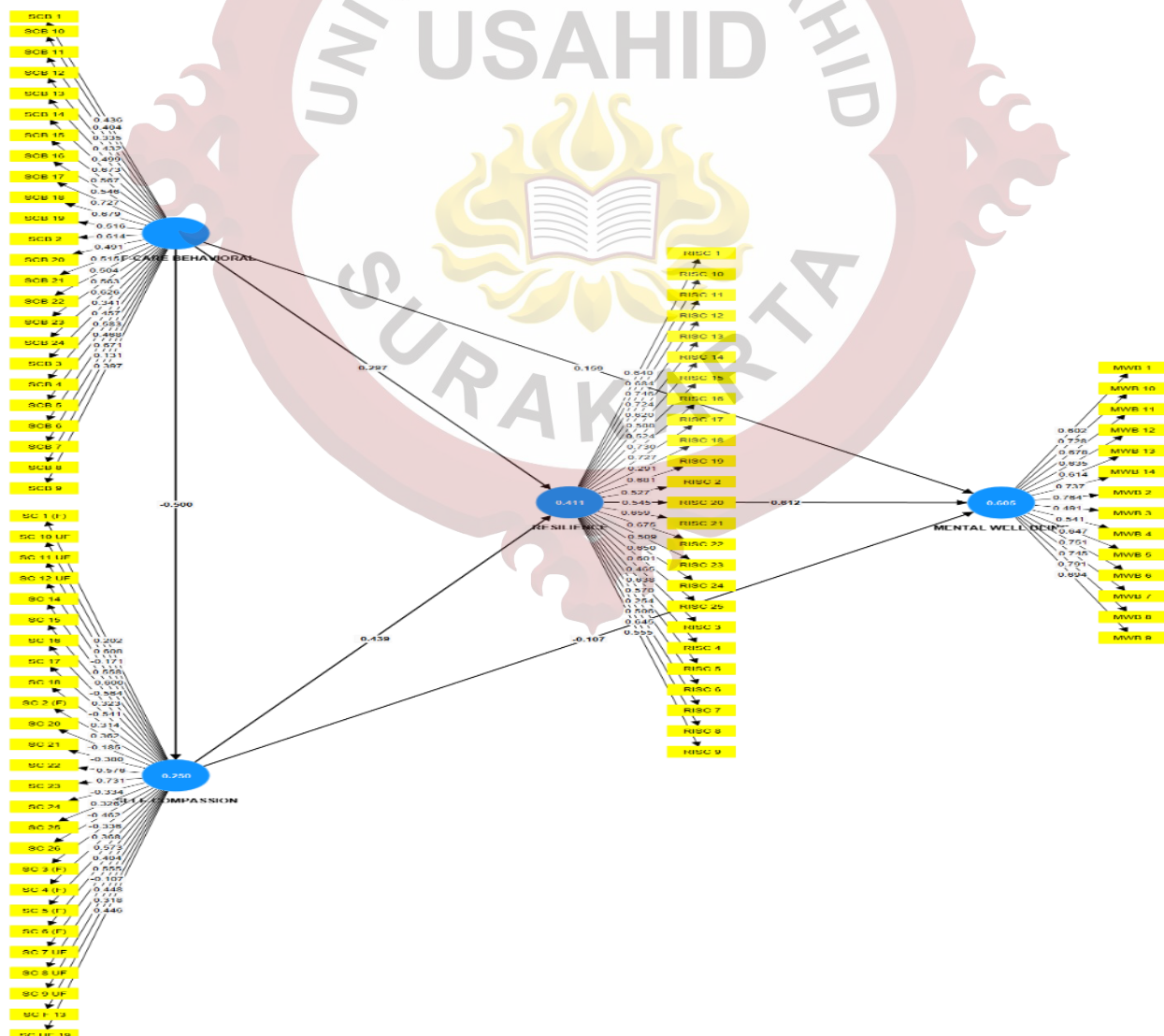


Figure 2. Uji Model



Table 3. Coefficient of Determination (R^2) and Model Goodness of Fit

	R-square	R-square adjusted
Mental Well-Being	0.605	0.602
Resilience	0.411	0.408
Self-Compassion	0.25	0.248
Average R-Square	0.4275	
Average AVE	0.41925	
	0.423354904	Strong Gof Results

The coefficient of determination (R^2) was examined to assess the explanatory power of the structural model. Mental well-being had an R^2 value of 0.605 (adjusted $R^2 = 0.602$), resilience had an R^2 value of 0.411 (adjusted $R^2 = 0.408$), and self-compassion had an R^2 value of 0.250 (adjusted $R^2 = 0.248$). The Goodness-of-Fit (GoF) value is presented in Table 3. Effect size (f^2) analysis was subsequently conducted to assess the contribution of each exogenous variable to the endogenous constructs.

Table 4. Effect Size (f^2) Analysis

	Mental Well-Being	Resilience	Self-Care Behavioral	Self-Compassion
Mental Well-Being				
Resilience	0.558			
Self-Care Behavioral	0.043	0.112		0.333
Self-Compassion	0.017	0.246		

The effect size analysis shows that resilience had a large effect on mental well-being ($f^2 = 0.558$). Self-care behaviors demonstrated small to moderate effects on mental well-being ($f^2 = 0.043$) and resilience ($f^2 = 0.112$), and a substantial effect on self-compassion ($f^2 = 0.333$). Self-compassion showed a small effect on mental well-being ($f^2 = 0.017$) and a moderate effect on resilience ($f^2 = 0.246$).

Discussion

This finding confirms that resilience plays a significant role in enhancing mental well-being. This result is consistent with resilience theory in psychology, which conceptualizes resilience as an adaptive capacity to cope effectively with stress and life challenges, thereby supporting optimal psychological functioning.¹⁶ Empirical evidence also supports this relationship. Previous studies have consistently reported that resilience significantly predicts mental well-being across different populations. For instance, research among nursing students in Palestine demonstrated that resilience was a significant predictor of well-being ($p < 0.001$; $R^2 = 0.219$), particularly in high-academic and high-clinical-stress contexts. In addition, a systematic review of 33 studies (2019–2024)¹⁷ confirmed that resilience functions as a protective factor associated with lower psychological distress and higher well-being. These findings can be further explained by the stress-buffering hypothesis, which suggests that resilience reduces the negative impact of stress on mental health through adaptive coping strategies, cognitive flexibility, and effective emotion regulation.¹⁸ Individuals with higher levels of resilience are

¹⁶ David Fletcher and Mustafa Sarkar, "Psychological Resilience," *European Psychologist*, 2013.

¹⁷ Stefan Sebastian Heinz et al., "Mediating Pathways between Resilience, Mental Health and Wellbeing: A Scoping Review of

Individual, Social, and Systemic Factors," BMC Public Health 25, no. 1 (2025): 3758.

¹⁸ Nathalie E Holz, Heike Tost, and Andreas Meyer-Lindenberg, "Resilience and the Brain: A Key Role for Regulatory Circuits Linked to Social Stress and Support," Molecular Psychiatry 25, no. 2 (2020): 379–96.



therefore better able to maintain emotional stability and psychological well-being despite significant challenges.

The second finding highlights the important role of self-care behaviors in supporting mental well-being. Individuals who engage more frequently in adaptive self-care practices tend to report higher levels of psychological well-being.¹⁹ This finding reinforces the view that self-care is not merely a routine activity, but a meaningful psychological strategy that contributes to maintaining emotional balance and reducing psychological distress. For students facing complex academic and social demands, self-care behaviors can serve as proactive coping mechanisms that help individuals regulate stress and maintain functional mental health.

These findings are consistent with previous studies demonstrating a positive relationship between self-care behaviors and mental well-being across both professional and non-clinical populations. For example, research among educators in the Hail region reported a moderate positive association between self-care practices and well-being ($r = 0.661$, $p < 0.001$), indicating that consistent engagement in self-care is associated with better psychological outcomes. In addition, prior research has emphasized that self-care behaviors, such as stress management, mindfulness, and attention to psychological needs, can serve as protective factors against mental health problems.²⁰ Furthermore, several studies have shown that self-care can mediate the relationship between stress and well-being, suggesting that it plays a central role in facilitating adaptive responses to psychological challenges and enhancing overall mental resilience.

In this context, for students experiencing complex academic and social pressures, self-care behaviors become increasingly critical coping strategies that support functional mental well-being.²¹ Other research among college students and adolescents also confirms that psychological self-care practices, such as mindfulness, stress management, and attention to psychological needs, can be protective against mental disorders and support better psychological adaptation.²² Conceptually, these results strengthen the argument that self-care is a construct that not only directly contributes to an individual's mental state but also moderates or mediates the relationship between stressors and mental health outcomes, depending on the context and psychological variables involved.²³ This understanding opens the door to developing more systematic and integrated interventions in higher education contexts to strengthen students' internal resources, enabling self-care practices to become part of holistic, evidence-based mental health programs.²⁴

Furthermore, this finding underscores the importance of self-care behaviors in strengthening individual resilience. Individuals who engage in consistent and adaptive self-care practices tend to demonstrate greater capacity to cope with stress and recover from adversity. This relationship suggests that self-care functions not only as a preventive strategy for maintaining well-being but also as a developmental mechanism that enhances psychological resilience. This finding is consistent with a growing body of empirical evidence in the health and positive psychology literature, which conceptualizes self-care as a set of adaptive behaviors, including stress management, attention to

¹⁹ Mahboobeh Khoozan et al., "Quality of Professional Life in Medical Students: The Roles of Psychological Self-Care, Anxiety, and Depression," *Shiraz E-Medical Journal* 25, no. 25 (2024).

²⁰ Ibid.

²¹ Marissa O'Neill, Greta Yoder Slater, and Deric Batt, "Social Work Student Self-Care and Academic Stress," *Journal of Social Work Education* 55, no. 1 (2019): 141–52.

²² Nisarut Auttama et al., "Factors Associated with Self-Esteem, Resilience, Mental Health, and Psychological Self-Care among University Students in Northern Thailand," *Journal of Multidisciplinary Healthcare*, 2021, 1213–21.

²³ Mariela Loreto Lara-Cabrera et al., "The Mediating Role of Resilience in the Relationship between Perceived Stress and

Mental Health," *International Journal of Environmental Research and Public Health* 18, no. 18 (2021): 9762.

²⁴ Montserrat Puig Llobet et al., "Positive Mental Health and Self-care in Patients with Chronic Physical Health Problems: Implications for Evidence-based Practice," *Worldviews on Evidence-Based Nursing* 17, no. 4 (2020): 293–300.



physiological needs, and active coping strategies.²⁵ These behaviors are associated not only with improved mental health outcomes but also with a stronger ability to withstand and recover from adverse experiences. Recent meta-analyses and systematic reviews have also reported a positive relationship between self-care and resilience across various contexts, indicating that individuals with higher levels of self-care tend to exhibit greater resilience even under challenging conditions.

From a theoretical perspective, this relationship can be understood within the framework of positive psychology, which views self-care practices as internal resources that strengthen emotional and cognitive regulation systems. In line with the broaden-and-build theory, repeated engagement in positive and proactive behaviors contributes to the development of broader psychological resources, including resilience. Therefore, these findings not only reinforce the conceptual link between self-care and resilience but also highlight the importance of integrating self-care practices into mental health interventions and psychological capacity-building programs, particularly among college students who face significant academic and social pressures.

However, an important finding of this study is that self-care behaviors were negatively associated with self-compassion. This inverse relationship suggests that increasing engagement in self-care practices does not necessarily lead to higher levels of self-compassion. In certain contexts, it may even be associated with a decline in self-compassion. This finding can be explained through the conceptual distinction between self-care as an instrumental behavior and self-compassion as an affective-cognitive orientation toward the self.²⁶ Self-care often involves goal-directed actions aimed at maintaining productivity, health, or performance, whereas self-compassion emphasizes self-acceptance, emotional warmth, and non-judgmental awareness.²⁷ When self-care is practiced in a rigid or performance-oriented manner driven by normative expectations to remain productive or function optimally, it may transform into a form of self-regulation that reinforces self-criticism rather than self-kindness.²⁸

Recent literature supports this interpretation, suggesting that self-care practices lacking mindful awareness and non-judgmental attitudes may function as avoidance strategies or excessive self-control. Such patterns contradict the core principles of self-compassion, including self-warmth, acceptance of imperfection, and recognition of shared human suffering.²⁹ Within this framework, self-care may shift from being an expression of self-acceptance to a compensatory mechanism for perceived inadequacy, thereby undermining self-compassion. Therefore, this finding highlights that the effectiveness of self-care in fostering self-compassion depends on its underlying quality, motivation, and subjective meaning. It challenges the linear assumption that self-care automatically enhances self-compassion and underscores the need for a more contextual and reflective approach to understanding the dynamic relationship between these constructs.

Furthermore, this finding indicates that self-compassion did not contribute positively to mental well-being in the present study. This result challenges the dominant assumption in the positive psychology literature, which generally positions self-compassion as a universal protective factor for mental well-being.³⁰ This discrepancy can be understood from a contextual and cultural perspective. In

²⁵ Fitriah M. Suud and Wahyu Thalia Salsabillah, "The Impact of Islamic Resilience on Student Spirituality While Engaging in Digital Activities," *Lecture Notes in Networks and Systems* 1013 LNNS (2024): 483–92, doi:10.1007/978-981-97-3559-4_39.

²⁶ Luisa Solms et al., "Be a Hero, Be Your Own Best Friend: A Self-Compassion-Based PsyCap Intervention Improves PhD Students' Well-Being," *Higher Education* 89, no. 4 (2025): 969–99.

²⁷ Shiela E Lee, "Examining Self-Compassion and Self-Care Practices Among African American Mental Health Practitioners: An Ethical Imperative for Wellness and Self-Care," 2025.

²⁸ Anna Carolina Chermont, "Mindfulness and Self-Care Training for Mental-Health Providers" (Alliant International University,

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²⁹ Kristin D Neff, Kristin L Kirkpatrick, and Stephanie S Rude, "Self-Compassion and Adaptive Psychological Functioning," *Journal of Research in Personality* 41, no. 1 (2007): 139–54.

³⁰ Peter Muris and Henry Otgaar, "Self-Esteem and Self-Compassion: A Narrative Review and Meta-Analysis on Their Links to



certain contexts, self-compassion may not always be interpreted as an adaptive form of self-acceptance, but rather as a form of weakness, self-justification, or a passive response to external demands.³¹ Among students experiencing high academic pressure, self-compassion may also function as a reflective mechanism that increases awareness of personal limitations and psychological distress,³² which, in some cases, can intensify negative affect before contributing to more stable well-being.³³

Previous research has also suggested that the relationship between self-compassion and well-being is not always direct, but may depend on intermediary variables such as adaptive emotion regulation, active coping strategies, or psychological resilience. Therefore, this finding highlights that self-compassion may operate as an indirect or conditional factor in influencing mental well-being.³⁴ It also underscores the importance of understanding self-compassion as part of a more complex psychological process shaped by individual experiences and sociocultural contexts, rather than as a universally beneficial construct.

Finally, this finding indicates that the relationship between self-compassion and resilience did not align with the proposed hypothesis. The negative relationship suggests that higher levels of self-compassion do not necessarily strengthen individual resilience and, in certain contexts, may even be associated with lower resilience. This finding can be understood theoretically by considering that self-compassion, particularly when not accompanied by an action-oriented approach, may encourage acceptance of personal limitations without necessarily promoting active efforts to recover from adversity.³⁵ Among college students facing intense academic and social demands, self-compassion that emphasizes self-reflection and acceptance of suffering may increase awareness of stress and vulnerability, but does not always translate into proactive resilience. Recent literature also suggests that resilience is more closely associated with constructs that emphasize adaptive competence, action-based self-regulation, and active recovery capacity.³⁶ Therefore, the relationship between self-compassion and resilience appears to be highly dependent on how self-compassion is interpreted and enacted in daily life.³⁷ These findings indicate that self-compassion may not function as a direct antecedent of resilience, but rather operates conditionally or through more complex psychological pathways.

Overall, the findings of this study confirm that resilience and self-care behaviors directly enhance mental well-being, whereas self-compassion did not contribute positively within the proposed model. The synthesis of these results suggests that students' mental well-being is more strongly influenced by functional and action-oriented psychological resources, such as adaptive self-care and the capacity to recover from stress, rather than solely by reflective affective orientations toward the self.³⁸ The main contribution of this study lies in its ability to challenge the linear assumption in positive psychology that

Psychological Problems and Well-Being," *Psychology Research and Behavior Management*, 2023, 2961–75.

³¹ Everett L Worthington Jr, "The Psychology of Anger," *The Ethics of Anger* 56 (2020).

³² Yonghong Zhang et al., "Protective Effect of Self-Compassion to Emotional Response among Students with Chronic Academic Stress," *Frontiers in Psychology* 7 (2016): 1802.

³³ James J Gross, Helen Uusberg, and Andero Uusberg, "Mental Illness and Well-being: An Affect Regulation Perspective," *World Psychiatry* 18, no. 2 (2019): 130–39.

³⁴ Hester R Trompetter, Elian De Kleine, and Ernst T Bohlmeijer, "Why Does Positive Mental Health Buffer against Psychopathology? An Exploratory Study on Self-Compassion as a Resilience Mechanism and Adaptive Emotion Regulation Strategy," *Cognitive Therapy and Research* 41, no. 3 (2017): 459–68.

³⁵ Neff, Kirkpatrick, and Rude, "Self-Compassion and Adaptive Psychological Functioning."

³⁶ Ranjit Singha, "The Importance of Self-Compassion in Student Well-Being," in *Nurturing Student Well-Being in the Modern World* (IGI Global, 2025), 77–102.

³⁷ Kheana Barbeau, Kayla Boileau, and Luc Pelletier, "Motivational Pathways Involved in Women's Intentions to Engage in Healthy and Disordered Eating Behavior Following a Body-Related Discrepancy," *Motivation and Emotion* 47, no. 6 (2023): 928–45.

³⁸ Mirawati Mirawati et al., "Self-Management Strategy of Students in Facing Fomo Challenges and Increasing Social Media Involvement in Islamic Boarding" 8, no. 1 (2025): 1–16.



self-compassion universally and directly enhances resilience and mental well-being.³⁹ Instead, the findings highlight the importance of adopting a more contextual and layered modeling approach in understanding the dynamics of psychological factors. Furthermore, this study opens opportunities for future research to explore the role of self-compassion as an indirect variable, moderator, or context-dependent construct influenced by sociocultural and situational factors.

Specific Indirect Effects

The analysis of indirect relationships highlights the important mediating role of resilience and self-compassion in linking self-care behaviors to mental well-being.⁴⁰ In particular, resilience emerges as a key pathway through which self-care contributes to improved psychological outcomes. Higher engagement in self-care behaviors appears to strengthen resilience, which, in turn, supports better mental well-being. This pattern suggests that the benefits of self-care are not only direct but also realized through increased capacity to adapt positively to academic stress and life challenges.

These findings are consistent with the theoretical perspective of resilience as a dynamic and developable process rather than a fixed trait. Within this framework, resilience is shaped through repeated adaptive behaviors and ongoing self-regulation.⁴¹ Self-care practices, such as maintaining balance in rest, physical activity, and emotional regulation, provide both physiological and psychological resources that support more adaptive stress responses. Previous studies have also shown that health-promoting behaviors and active coping strategies contribute significantly to enhanced resilience and mental well-being among college students.⁴² Strengthened resilience,⁴³ in turn, enables individuals to maintain psychological stability while actively engaging with academic and social demands, thereby sustaining long-term well-being.⁴⁴

The findings further suggest that self-compassion mediates the relationship between self-care behaviors and mental well-being, although its influence appears less dominant than that of resilience. This pattern indicates that self-compassion functions more as a complementary psychological mechanism than as a primary pathway for enhancing well-being, operating through its interactions with adaptive processes such as resilience and coping. Empirical evidence shows that self-compassion contributes to mental health outcomes primarily through indirect mechanisms, particularly when integrated with emotion regulation and resilience-building processes.⁴⁵ However, its relatively limited role also highlights its context-dependent nature, as recent research indicates that the effectiveness of self-compassion varies depending on how it is enacted and shaped by sociocultural norms. In collectivistic contexts, where relational harmony is often prioritized over self-focus, self-compassion

³⁹ Ricks Warren, Elke Smeets, and Kristin Neff, "Self-Criticism and Self-Compassion: Risk and Resilience: Being Compassionate to Oneself Is Associated with Emotional Resilience and Psychological Well-Being," *Current Psychiatry* 15, no. 12 (2016): 18–28.

⁴⁰ Akbar Nur Aziz et al., "Finding Meaning in Disappointment: The Integration of Tafakkur and Tadzakur as Adolescent Emotional Regulation Strategies in Islamic Psychology," *Afkaruna: Indonesian Interdisciplinary Journal of Islamic Studies* 21, no. 2 (2025).

⁴¹ Fitriah M. Suud and Awang Dhany Armansyah, "Islamic Resilience of Marginal School Communities Management in An Effort to Educational Transformation," *Afkaruna: Indonesian Interdisciplinary Journal of Islamic Studies* 19, no. 2 (2023): 266–81, doi:10.18196/afkaruna.v19i2.17580.

⁴² Rajesh Kumar, "Resilience, Psychological Well-Being, and Coping Strategies in Medical Students," *Indian Journal of Psychiatric Nursing* 16, no. 2 (2019): 92–97.

⁴³ Mirawati Mirawati et al., "Educating in the Midst of Digital Flow: Teachers' Perspectives on Progressive Islamic Education and the Formation of a Resilient Generation," *At-Tadzkir: Islamic Education Journal* 4, no. 2 (2025): 178–93.

⁴⁴ Linda L M Worley and Cynthia M Stonnington, "Self-Care, Resilience, and Work-Life Balance," in *Physician Mental Health*

and Well-Being: Research and Practice (Springer, 2017), 237–63.

⁴⁵ Shazia Rehman et al., "The Mediating Roles of Self-Compassion and Emotion Regulation in the Relationship between Psychological Resilience and Mental Health among College Teachers," *Psychology Research and Behavior Management*, 2024, 4119–33.



may not directly translate into improved well-being. Instead, it may operate more effectively through indirect pathways, particularly by strengthening resilience and adaptive regulation.⁴⁶ These findings underscore that self-compassion should be understood as a dynamic and contextually embedded construct whose contribution to mental well-being depends on its interaction with broader psychological resources.

The findings suggest a sequential mediation mechanism in which self-care behaviors contribute to mental well-being through self-compassion and resilience. Affective resources (self-compassion) and adaptive capacities (resilience) operate in an integrated manner to support students' psychological well-being. This pattern is consistent with the broaden-and-build theory, which explains that positive internal states can expand psychological capacities and build long-term resources such as resilience.⁴⁷ However, the role of self-compassion appears conditional. In certain contexts, self-compassion may not directly enhance resilience, particularly when it is not accompanied by action-oriented coping. This finding highlights that resilience plays a more central mediating role. At the same time, self-compassion functions as a context-dependent psychological resource that interacts with adaptive processes in influencing mental well-being.⁴⁸

The findings indicate that the proposed model demonstrates adequate explanatory power in capturing variations in mental well-being and resilience. Psychological resources such as self-care behaviors and resilience play a meaningful role in shaping students' well-being outcomes. In particular, resilience appears to function as a central mechanism linking behavioral strategies to mental health, reinforcing the view that adaptive coping and internal capacity development are essential in student populations. Similar patterns have been reported in recent PLS-SEM studies, highlighting the importance of resilience and self-regulatory capacities in explaining psychological outcomes.⁴⁹

Although the explanatory power for self-compassion is relatively lower, it remains within an acceptable range in behavioral research. It suggests that self-compassion may operate as a context-dependent construct. It aligns with recent findings showing that the role of self-compassion in well-being is often indirect and mediated through resilience or other psychological processes.⁵⁰ Furthermore, the overall model fit indicates that the structural relationships are adequately supported, confirming that the proposed framework is robust in explaining the interaction between self-care, self-compassion, resilience, and mental well-being. These findings emphasize that evaluating both explanatory power and model fit is essential in understanding complex psychological models.

Taken together, these findings reinforce the argument that students' mental well-being is shaped more strongly by adaptive capacities that enable them to cope, recover, and remain functional under pressure than by reflective self-orientations alone. In this study, resilience emerges as the most central psychological resource, while self-care primarily supports well-being by strengthening students' capacity to adapt to academic and social demands. This interpretation is consistent with recent evidence showing

⁴⁶ Elisa Inwood and Madeleine Ferrari, "Mechanisms of Change in the Relationship between Self-compassion, Emotion Regulation, and Mental Health: A Systematic Review," *Applied Psychology: Health and Well-Being* 10, no. 2 (2018): 215–35.

⁴⁷ Barbara L. Fredrickson, "The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions," *American Psychologist* 56, no. 3 (2001): 218.

⁴⁸ Kristin Neff, "Self-Compassion: An Alternative Conceptualization of a Healthy Attitude toward Oneself," *Self and Identity* 2, no. 2 (2003): 85–101.

⁴⁹ Ahmad Hidayat et al., "Social Piety and Patience toward the Advance of Nature-Loving Students," *International Journal of Islamic Educational Psychology (IJIEP)* 5, no. 1 (2024): 65–85.

⁵⁰ Meininda Rhivent Norhidayah, Mamang Efendy, and Herlan Pratikto, "Peran Resiliensi Dalam Hubungan Self-Compassion Dan Psychological Well-Being Pada Mahasiswa Dengan Tradisi Bapukung," *Personifikasi: Jurnal Ilmu Psikologi* 16, no. 1 (2025): 126–36.



that resilience is a key protective factor in higher education and is consistently associated with lower distress, better well-being, and stronger academic adjustment across diverse student populations.⁵¹

At the same time, the role of self-compassion appears more conditional and context-sensitive. Rather than functioning as a universal predictor of well-being, self-compassion may be most effective when accompanied by adaptive coping, emotion regulation, and resilience-building processes. This interpretation is supported by recent research showing that self-compassion can enhance well-being and mediate psychological outcomes. Still, its effects depend on how it is enacted within specific educational and cultural contexts.⁵² Therefore, the broader contribution of this study lies in challenging one-directional assumptions in positive psychology and highlighting that student mental health should be understood through a more layered framework in which self-care, self-compassion, and resilience interact dynamically rather than operate in isolation.

Conclusion

This study highlights the central role of resilience in shaping university students' mental well-being. The findings indicate that self-care behaviors are positively associated with mental well-being both directly and indirectly through resilience, suggesting that consistent self-care practices can strengthen students' capacity to cope with academic and life challenges. In contrast, self-compassion did not demonstrate a positive contribution within the proposed model, indicating that its role may be context-dependent and influenced by cultural values and individual self-perceptions. From a theoretical perspective, this study contributes to the literature by positioning resilience as a key psychological mechanism linking self-care behaviors to mental well-being. The novelty of this study lies in examining these relationships within a non-Western cultural context while incorporating an Islamic psychological perspective, where resilience reflects inner strengths such as *sabr* (patience), *tawakkul* (trust in God), and the pursuit of psychological and spiritual balance.

Practically, these findings suggest that higher education institutions should prioritize resilience-oriented mental health programs that promote adaptive self-care behaviors and culturally relevant coping strategies. Integrating psychological approaches with spiritual and ethical values may provide a more holistic framework for supporting student well-being globally, particularly in culturally diverse educational settings. However, this study has several limitations. First, the cross-sectional design limits the ability to draw causal inferences. Second, the use of self-report measures may introduce response bias. Third, the findings are based on a specific cultural and institutional context, which may limit generalizability to other populations. Therefore, future research is recommended to employ longitudinal or experimental designs to capture causal relationships better. Further studies should also explore additional psychosocial, cultural, and spiritual variables, such as social support, religious coping, and cultural norms, that may interact with resilience in influencing mental well-being. Expanding research across diverse cultural contexts will be essential to develop a more comprehensive and globally relevant understanding of how psychological and behavioral resources contribute to student mental health.

⁵¹ Mar Cepero-gonzález, "Resilience as a Key to Mental Well-Being in Higher Education : A Systematic Review of Evidence and

Strategies," Universitas Psychologica, 2025.

⁵² Andrés Carmona-Gutiérrez et al., "Effects on Psychological Well-Being of a Self-Compassion Training Program in Student Nurses," Teaching and Learning in Nursing, 2025; Rehman et al., "The Mediating Roles of Self-Compassion and Emotion Regulation in the Relationship between Psychological Resilience and Mental Health among College Teachers."



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