

Self-Compassion as Coping Stress in Final Year Postgraduate Students: Literature Review

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Abstract: Starting from the background and various activities as well as the pressure to complete the thesis is the cause of stress. Stress is a very general and subjective thing. However, stress cannot be seen as a simple problem when stress cannot be overcome and can result in depression. Therefore, a stress-coping mechanism is needed. The coping stress mechanism is divided into two, namely emotional and problem. Most individuals when using emotional stress coping are still considered inappropriate. Therefore, one alternative to help the effectiveness of coping with emotional stress is to use self-compassion. This literature review analyzed various self-compassion papers that act as coping stress in postgraduate students. The results found that the concept of self-compassion is being kind to oneself when things go wrong and has been associated with positive outcomes along with the coping strategies that appear to be most beneficial. Self-compassion involves feelings of concern and kindness towards oneself in the face of personal suffering and involves acknowledging that one's suffering, failures and shortcomings are part of the human condition. 1) Expanding sharing and understanding of oneself rather than harsh criticism and self-assessment. 2) Seeing one's experience as part of a larger humanity than separating and isolating oneself. 3) Holding painful thoughts and feelings in awareness rather than over-identifying. Conclusion Self-compassion can improve stress by reducing coping that encourages negative emotional responses to stressors. Individuals who have self-compassion can assess stressors by not using negative, threatening perspectives, and involving themselves in negative evaluations of themselves.

1 INTRODUCTION

For more than two years, the world's population has experienced a new era that has never happened before. that time was called the pandemic period which occurred due to the spread of the covid-19 virus. During the pandemic, there were many changes and new adjustments that had to be faced by all sectors, one of which was education. During the pandemic, education in Indonesia implemented online learning. As a result of implementing this system there are several problems such as lacking learning support facilities (Sulung & Sakti, 2020),

and psychological problems that arise (Wiguna et al, 2020).

The most common psychological problem is stress. Stress is the body's non-specific response to any demands made on it (Selye, 1973). All individuals will experience stress from time to time and if stress is described, individuals tend to describe and explain the behaviours they experience and feel. Therefore, stress is subjective (Suryaningsih et al, 2016). When stress cannot be overcome, it can cause

distress. If this happens, the disorder can lead to depression (Marjan et al., 2018).

This stress phenomenon also occurs in students who are working on their final project. For postgraduate students themselves, the final project is made in the form of a final project. In the final assignment, postgraduate students are required to be able to develop knowledge, produce innovative and tested works, and be able to solve scientific problems that benefit society, and be able to gain national and international recognition (Purnomo, 2021).

The backgrounds of postgraduate students themselves have different variations, including those who are already working, married and have other roles in society. Naibaho and Sawitri (2018) explain that when individuals have many roles to play, it can trigger conflict which, if left unchecked, can affect mental condition and performance. The result of having many roles can reduce focus in doing the final assignment, while doing the final assignment requires high focus.

This is reinforced based on records in the annual report from the University in the city of Bandung in 2020 for postgraduate and doctoral graduates only reaching 29%. Whereas in 2021 it will decrease by 12%, namely to 17% of students who graduate on time. This certainly deserves a deeper look at what causes the low graduation rate on time for postgraduate students.

In a very stressful situation, individuals usually forget how to love themselves and even tend to vent negative feelings on themselves. So, it is important for students to manage their stress well. We usually know stress management as a coping strategy. There have been many attempts in the literature to define and organize various categories of coping strategies (Skinner et al., 2003). The most consistent use was originally proposed by Lazarus and Folkman (1984) as part of the stress process model. Two broad categories of strategies are suggested: emotion-focused and problem-focused.

Emotion-focused strategies refer to processes that serve to reduce the emotional distress associated with stress, for example through acceptance, positive restructuring, and humour. Problem-focused strategies look to try to change things for the better. This includes generating alternative solutions, planning and taking action to overcome or avoid the stressor. One way to do this is by using self-compassion.

2 METHOD

The topic of self-compassion is already in great demand. Many studies have examined this topic starting from the subject, self-development programs, and the results of the contributions that can be made through many studies. The method that the author takes in this article is to use a literature review, to show that currently self-compassion can be used as an alternative coping strategy for postgraduate students. Several articles were found and then selected according to the topic of study in which the articles were read and analysed to obtain meaningful review results.

3 RESULT

Stress is a psychophysical phenomenon that is humane, because stress is something that will be experienced by every individual (Yusuf, 2018). Stress is a condition where a person has a burden that is felt and the burden is not proportional to his ability to overcome this burden. Stress is individual, it can also be damaging if it is not accompanied by a balance between mental endurance and the burden that is felt (Suryaningsih et al, 2016). Due to its subjectivity, each individual who experiences stress will have a different response as well as the impact (Ekasari & Suhertin, 2012).

Symptoms of stress are usually seen from two sides, namely physical and psychological. Visible physical symptoms usually include headaches, stomach aches, hypertension, heart pain, palpitations, insomnia, fatigue, cold sweats, lack of appetite, and frequent urination. While the visible symptoms from the psyche are restlessness or anxiety, unable to concentrate on studying or working, apathy, pessimism, loss of sense of humour, silence in a thousand languages, lazy to study or work, daydreaming, and often angry or aggressive (Yusuf, 2018).

In addition, students often feel that they have failed to be human, feel useless and feel frustrated with themselves. Because when they fail to do their final assignment, they think that they have failed in dealing with society's expectations of them. This often leads them to be too hard on themselves and judge themselves unnecessarily. This statement is supported based on research results by Linayaningsih (2007) which states that students who are preparing their final project experience anxiety in the form of feeling stupid, feeling inadequate, sad, feeling lost in self-confidence, irritability, irritability, threats to self-esteem, and pressure to do so. something beyond his power. Final assignments also make students

vulnerable to problems that result in maladaptive behaviour (Astuti & Sri, 2013).

Self-compassion is defined by referring to the ability to not hold back the feelings of suffering and welcome with a sense of warmth, connection, and care (Neff & Pittman, 2010). The ability in question is having an open attitude towards the suffering experienced, a sense of caring and self-love, understanding without judging one's own shortcomings and failures. Research has shown that self-compassion is associated with psychological well-being and suggests that self-compassion is an important protective factor, promoting emotional resilience (Neff, 2009).

Faced with a problem, people with low self-compassion tend to think negatively about the situation and wallow in their emotions. On the other hand, self-compassion requires a balanced approach to one's negative experiences so that painful feelings are neither suppressed nor exaggerated. So, self-compassion is not a theory that explains that we cannot be compassionate towards our feelings, but makes us aware not to suppress our emotions too much, not admit it or if we do feel it, it actually dramatizes when we are carried away by negative emotions and collect all perspectives from suffering. Therefore, self-compassion involves objectivity, mindfulness, and balance (Neff, 2003).

The concept of self-compassion theory is adapted from the Buddhist tradition. At that time, Kristin Neff, who was the founder of the theory of self-compassion, was having a difficult time. At that time Neff finally decided to take a Buddhist class, which teaches about compassion. From a Buddhist perspective, we must care about ourselves before caring about others. If we constantly judge and criticize ourselves while trying to be kind to others, it will only make us feel empty feeling that something is wrong with us (Neff, 2015). So, in simple terms self-compassion is how we treat ourselves as we would treat a good friend, and to complete the definition involves three things, namely self-kindness, common humanity, and mindfulness (Neff & Christopher, 2018). These three things also have a dichotomy as an opposition which shows that a person has high self-compassion and someone who has low self-compassion. These three things are, self-judging, isolation, and over identification.

Self-Kindness refers to the tendency to be concerned and understanding with ourselves rather than critical or judgmental. The general humanity that is at the heart of self-compassion involves recognizing that all people fail, make mistakes, and feel inadequate in some ways. Mindfulness, the third

component of compassion, involves being aware of present experiences in a clear and balanced way so that one does not ignore or reflect on unwelcome aspects of oneself or one's life (Brown & Ryan, 2003).

Self-compassion is increasingly being recognized as an important quality for reducing stress. The concept of self-compassion is being kind to oneself when things go wrong and has been associated with positive outcomes along with the coping strategies that appear to be most beneficial (Neff, Hsieh, & Dejitterat, 2005). Self-compassion can improve stress by reducing coping that encourages negative emotional responses to stressors. Individuals who have self-compassion can assess stressors by not using negative, threatening perspectives, and involving themselves in negative evaluations of themselves (Sirois et al., 2011). Even in a state of stress, individuals must still do good for themselves, realize that everyone has their own failures, and have self-awareness.

The results of a study by Setiani (2021) state that it is important for final-year students to have self-compassion. From a quantitative approach it is found that self-compassion has a high role in resilience and low procrastination and has more motivation to fight. Self-compassion and depression have a significant correlation to research conducted by Khamaisya (2019) that students who have low self-compassion meet the major depression category and show typical psychological, physical, social problems, such as depression, prolonged sadness, irritability, irritability, loss enthusiasm, loss of self-confidence, loss of concentration and decreased endurance (Lubis, 2009). A self-compassion study conducted on British students (Kotera et al., 2022) showed results based on correlation and regression analysis that the higher the level of stress and depression, the lower the self-compassion.

4 CONCLUSION

So self-compassion on the stress phenomenon of students working on their final assignments can be a coping strategy. Self-compassion can relieve stress and individuals who have good self-compassion can assess the stressor and not take a negative view of themselves. Based on the explanation above and existing research that self-compassion has a role not only for stress but also influences resilience, procrastination, and also motivation. This means that someone who has good self-compassion has good resilience, can overcome procrastination, and also has a strong motivation to fight.

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