

## The Correlation Between Self-Compassion and Resilience in Student Who are Victims of Toxic Relationship

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### ABSTRACT

Students who are in the range of 18-24 years old are often involved in unhealthy dating or toxic relationships. Toxic relationships have a negative impact on students, physically and mentally. To handle the negative impact, students need to do resilience, which comes from internally, that is self-compassion. Thus, this study aims to know the positive connection between self-compassion and resilience in students who are victims of toxic relationships. The method used in the research is quantitative with a correlational design. A total of 207 female students who are victims and have broken up from toxic relationships participate in this study using incidental sampling. The measurement of this research used the Self-Compassion Scale ( $\alpha=0.745$ ) and the Connor Davidson Resilience Scale ( $\alpha=0.752$ ). The research data analysis method used correlation test product moments from Karl Pearson. The results demonstrated a significant positive connection between self-compassion and resilience in female student victims of toxic relationships ( $r=0.527$  and  $\text{sig.}=0.000$ ). This indicates that self-compassion is one of the factors associated with resilience in female students who are victims of toxic relationships. Through the implementation of this research, female students who are victims of toxic relationships are expected to have a good level of self-compassion as an effort to seek resilience from the negative impact of toxic relationships ever experienced.

**Keywords:** *resilience, self-compassion, students who are victims of toxic relationship*

### Introduction

Students range in age from 18 - 24 years old, according to the Ministry of Education and Culture's Higher Education Statistics data (2020). The transitional stage from adolescence to adulthood known as Emerging Adulthood spans the ages of 18 to 25 (Santrock, 2019). During the Emerging Adulthood period, several significant characteristics arose, including the fact that individuals were in a phase of discovering their identities and suffering volatility, particularly in love, job, and education (Layland, Hill, & Nelson, 2018; Santrock, 2019). Emerging adulthood is characterized not just by rising degrees of support, but also by increased negative interactions, levels of control, and levels of jealousy in romantic relationships. (Lantagne, Furman, & Novak, 2017; Santrock, 2019). Students naturally anticipate a lovely and healthy love or dating relationship as people who are in the Emerging Adulthood.

However, there are several instances in which students engage in unhealthy dating, which can make one partner feel uncomfortable or even violent. The term "toxic relationship" refers to a relationship in which one partner engages in "toxic" activities that are upsetting and can affect one's physical and mental health (Nurifah, 2013). In toxic relationships, toxic tendencies include one-sided communication, excessive possessiveness, and a constant need to know every last detail about what their spouse is doing prevent their partner from growing in a healthy way, a spouse's

discomfort, selfishness, dominance over the other partner, insecurity, excessive jealousy, degrading one partner, harsh criticism of one partner, and physical and psychological abuse. (Saraswati, 2019; Wulandari, Yunindyawati, & Lidya, 2021).

In its 2020 Annual Records (CATAHU), Komnas Perempuan observed that out of the 299,911 registered cases of violence that year, 1,309 of those cases involved dating violence (CATAHU komnasperempuan, 2020). In 2021, the Indonesian Ministry of Women's Empowerment and Child Protection reported 2,162 occurrences of violence in Central Java, 432 of which were caused by dating relationships (SIMFONI-PPA, 2021).

In response to the data on violence in existing dating relationships, the researcher conducted initial interviews with ten informants in Salatiga between May and June 2022 in order to examine the phenomena of toxic relationships among students in Salatiga. On the basis of the first data collected, researchers concluded that toxic relationships are a widespread occurrence among students. In general, the majority of respondents disclosed that they had been in a toxic relationship. The informants experienced many sorts of improper behavior, such as being cheated on repeatedly, being spoken to inappropriately, being controlled by how they dressed, being bugged, being unable to act without their partner's permission, being beaten, etc.

Toxic relationships cause the informants to experience fear, inability to express themselves, inferiority, pain, and discomfort with the relationship and themselves. Even though the informants had left the toxic relationship by the time the interviews were conducted, the informants were not entirely free of the shadows of the toxic relationship they had previously experienced. This discourages the informants from looking for a new partner since they are fearful, find it difficult to trust others again, and have experienced trauma in romantic relationships. The inability to overcome feelings of dread and trauma from previous "toxic" relationships demonstrates that students who have been victims of toxic relationships must be able to develop the resilience necessary to overcome them.

Resilience is defined as a quality possessed by an individual, in this case, a student, that enables her to grow and rise above the challenges she encounters (Connor & Davidson, 2003). Two perspectives exist on resilience. The first way is how a person, in this case, a student, who has endured a negative experience in the form of a toxic relationship not only recovers but also learns from it and grows even better. The second is how a person, in this example a student, can still be resilient to survive and heal even after going through a traumatic experience that may potentially traumatize her (Sunbul, & Gordesli, 2020).

Five factors combine to generate resilience. The first is a combination of personal competency, high standards, and perseverance. The second is reliance on one's intuition or instincts, tolerance for adverse effects, and the reinforcing effects of stress. Positive change acceptance and intimate ties with others comprise the third characteristic. Control comes fourth. Lastly, the fifth impact is spirituality (Connor & Davidson, 2003). A student with low resilience will struggle to manage her emotions, feel nervous, lack faith in her future prospects, feel trapped in her problems or history, and be unable to recover from the negative impacts of toxic relationships she has been in. In contrast, a student with strong resilience will be able to manage her emotions, hold onto hope, remain composed in the face of challenges and pressure, have faith in her ability to solve problems on her own and be able to recover from the damaging effects of toxic relationships that trap her (Muharrara, 2018).

According to Barankin and Khanlou (in Harning, 2018), resilience is influenced by two variables, risk factors and protective factors. The protective factors are further subdivided into internal and external components. Internal factor is a capacity that resides within a person. In addition to requiring external variables from her surroundings, a student who has been victimized by a toxic relationship must also utilize the internal qualities that exist inside her in order to demonstrate resilience. Thus, one of the internal characteristics that students require in order to

practice resilience is self-compassion, which is described as the capacity that a person possesses and that is valuable for safeguarding herself (Rananto, & Hidayati, 2017).

Self-compassion is how a person treats herself or herself with warmth and compassion when enduring a setback (Neff, 2003). Self-compassion is expected to help students who have been victims of toxic relationships not to blame or criticize themselves excessively because of their 'toxic' faults or previous love experiences, and to love and respect themselves more despite their past (Neff, 2003).

Self-kindness, or common humanity, human nature, and complete knowledge of the circumstance being faced, or mindfulness, are the three sources that contribute to the development of self-compassion (Neff, 2003). A person with low self-esteem will feel isolated in social settings, will be unable to accept herself as she is, will have poor Emotional Coping Skills, will be unaware of her own emotions, and will be unable to separate herself from harmful emotions and experiences. People with high self-esteem, on the other hand, can feel comfortable even in social settings and can reduce their fear of social rejection, can accept themselves as they are, have good Emotional Coping Skills, can recognize their feelings, and can escape from negative emotions and experiences that entrap her (Neff, 2003). Being able to love oneself, support oneself, and have faith in one's ability to overcome the traumatic situations one has already encountered are all characteristics of someone who practices self-compassion (Neff & Germer, 2017).

A student's capacity for resilience is one of her abilities, and it is influenced by the protective characteristics she possesses. In order to enable people to be resilient, self-compassion, one of the internal protective factors, plays a part in their development. Self-compassion is the capacity of an individual, in this case, a student, to diminish feelings of self-blame and to love and care for herself so that she can adapt, rise, and demonstrate resilience in the face of adversity, such as her "toxic" love affair (Hurwit, Yun, & Ebbeck, 2017).

According to research conducted by Alizadeh, Khanahmadi, Vedadhir, and Barjasteh (2018), there is a substantial positive correlation between self-compassion and resilience, as women who are kind to themselves are more compassionate and less likely to engage in Self-Judgement can increase levels of resilience. According to the findings of Smith's (2015) research on self-compassion and resiliency among retired adults aged 65 - 94, those with a high level of self-compassion also demonstrate a high level of resiliency. However, Sunbul and Gordesli (2020) findings relating self-compassion and resilience in parents with children with special needs imply that there is no substantial direct correlation between compassion and resilience; rather, this relationship is mediated indirectly by hope.

Considering the existing occurrences, students who are victims of toxic relationships cannot be entirely detached from the detrimental physical and emotional effects of their past toxic relationships. Students who become victims remain confined, are unable to rise and move on with their life, and cannot demonstrate resilience. In order to be resilient, pupils must have access to anything that can serve as a support system. Consequently, the author wishes to investigate the association between self-compassion and resilience among students who have been victimized by toxic relationships. The researcher chose this title because she desires firsthand knowledge of the compassionate connection, which is self-love, and the capacity for resilience in students who are victims of toxic relationships and experience their detrimental effects.

This research sought to assess the association between self-compassion and resilience among students who are victims of toxic relationships. The proposed hypothesis is that there is a favorable correlation between self-compassion and resiliency among students who have been victims of toxic relationships. Until now, there has been no previous research that has studied self-compassion as one of the things that can affect resilience, especially in female students who are victims of toxic relationships.

## Methods

### Design

This study is a quantitative research design with correlation analysis, to find out how the relationship between self-compassion (X) and resilience (Y) among female students who are victims of Toxic Relationships.

### Respondents

A total of 207 female students who were victims of toxic relationships participated in the research from various universities throughout Indonesia participated in this study as respondents. Using the technique of incidental sampling, anyone who meets with the researcher; if the person is deemed suitable as a data source, she may be used as a sample. Using a Google form, questionnaires, or psychological scales were used to collect and distribute online data. The research participants were required to complete an Informed Consent form as part of the research protocol. The participants' demographic information is detailed in Table 1.

**Table 1.**  
*Participant Demographic Data*

Information		Frequency	Percentage
Age	18 Year	9	4,3%
	19 Years	43	20,8%
	20 Years	41	19,8%
	21 Year	53	25,6%
	22 Years	38	18,4%
	23 Years	14	6,8%
	24 Years	9	4,3%
Total		207	100%
Regional Origin University	Sumatra	5	2,4%
	Sulawesi	37	17,9%
	Javanese	161	77,8%
	Papua	3	1,4%
	Nusa Tenggara Islands	1	0,5%
Total		207	100%
Regional Origin Student	Sumatra	20	9,7%
	Kalimantan	12	5,8%
	Sulawesi	67	32,4%
	Javanese	76	36,7%
	Papua	13	6,3%
	Nusa Tenggara Islands	14	6,8%
	Maluku Islands	5	2,4%
Total		207	100%
Long Time in a Toxic Relationship	< 1 Year	65	31,4%
	1-2 Years	64	30,9%
	2-3 Years	36	17,4%
	3-4 Years	24	11,6%
	> 4 Years	18	8,7%
Total		207	100%
Long Time Break from Toxic Relationship	< 1 Year	70	33,8%
	1-2 Years	51	24,6%
	2-3 Years	26	12,6%
	3-4 Years	30	14,5%
	> 4 Years	30	14,5%
Total		207	100%

### Measuring Instrument

Two scales comprise the data collection: the compassion scale and the resilience scale. The instrument used to measure self-compassion is the Self-Compassion Scale, which was adjusted to Indonesian by Sugianto, Suwartono, and Sutanto (2020) based on the self-compassion aspects of Neff (2016), specifically, love versus self-judgment, universal humanity versus isolation, and Mindfulness versus overidentification. The self-compassion scale contains 26 items, each with two statements: favorable and unfavorable. The Likert scale, which has a number range from 1 (Almost Never) to 5, is what the answer response model alludes to (Almost Always). The item selection test's findings led to 25 items passing each aspect, with an overall item correlation value ranging from 0.359 - 0.709 and an Alpha Cronbach score of 0.745.

The Connor-Davidson Resilience Scale (CD-RISC), which was modified into Indonesian by Wahyudi et al. (2020) based on aspects of resilience from Connor and Davidson (2003) including social competence, high standards, and persistence, belief in instincts, tolerance for negative effects, and reinforcing effects of stress, is the measuring tool used to assess resilience, Acceptance, power, and spirituality in a positive way. The resilience measure consists of 25 items, each with five possible responses on a Likert scale that ranges from 0 (not true with regard to oneself) to number 4. (almost every time true with self-condition). Following the item selection test, 24 items were found to pass each dimension, with a total item correlation value ranging from 0.334 - 0.788 and a Cronbach's Alpha value of 0.752.

### Data Analysis

Analyzing the research findings using the Product Moment correlation test from Karl Pearson, which seeks to establish the link between generosity and fortitude. In this study, SPSS version 21 For Windows was utilized as the Software to test the data.

## Results

Table 2 shows that, with a percentage of 49.3%, the self-compassion score attained by the majority of female students who are in toxic relationships falls into the low group (mean 73,449 with a standard deviation of 15,857). In contrast, the majority of female students who are victims of toxic relationships had high levels of resilience, with 49.3% scoring in this category (an average of 67.483 with a standard deviation of 14.705).

**Table 2.**  
*Categorization of Research Variables*

Variable	Average	SD	%	Information
Self-Compassion	73,449	15,857	49,3	Low
Resilience	67,483	14,705	49,3	High

From the normality test results in Table 3, the K-S-Z value of the self-compassion variable was obtained by 0.776 with a sig. 0.583 ( $p > 0.05$ ), and the K-S-Z value of the resilience variable is 0.725 with a sig. 0.669 ( $p > 0.05$ ). The significance level of each variable is more than 0.05, indicating that the data for the self-compassion and resilience variables are regularly distributed.

**Table 3.**  
*Normality test of Kolmogorov Smirnov-Z*

Variable	K-S-Z	Sig.	Information
Self-Compassion	0,776	0,583	Normal
Resilience	0,725	0,669	Normal



Based on the findings of the linearity test in Table 4, the  $F_{\text{count}}$  value is 76.597 with sig. 0.000 ( $p < 0.05$ ), indicating that there is a linear association between self-compassion and resilience among female students who are victims of toxic relationships.

**Table 4.**  
*Linearity Test ANOVA*

	<i>F</i>	<i>Sig.</i>	Information
Linearity	76,597	0,000	Linier

The Karl Pearson correlation test in Table 5 yields a correlation coefficient value of 0.527 with a significance level of 0.000 ( $p < 0.01$ ). This indicates that there is a strong positive correlation between self-compassion and resiliency among female students who had been victims of toxic relationships. The contribution of the self-compassion variable to the resilience variable is 27.8% ( $r^2$ ), indicating that self-compassion is one of the components strongly associated with resilience among female students who have been victims of toxic relationships.

**Table 5.**  
*Correlation Test Karl Pearson*

Variable	<i>r</i>	<i>Sig.</i>	Information
Compassion-Resilience	0,527**	0,000	Accepted

## Discussion

The findings of this research imply that the hypothesis presented in this research is supported. There is a substantial positive association between self-compassion and resilience in female students who are victims of toxic relationships, with a correlation coefficient of 0.527 and a significance level of 0.000 ( $p < 0.01$ ). In other words, a female student who is a victim of a toxic relationship will have a greater amount of resilience the more compassionate she is, and vice versa. According to Siswati (2017), effective self-compassion can aid in the development of even greater resilience. Harning (2018) research also discovered that the higher an individual's level of self-compassion, in this case, students, the higher their level of resilience.

This research found that female students who are victims of toxic relationships have a high level of resilience due to their self-compassion. When a person, in this case a female student who has experienced stress and even trauma as a result of the story of her "toxic" love experience, has good resilience, the protective factor that comes from within herself will give her the ability to protect herself, allowing her to withstand the pressure and rise above adversity. According to Dewi and Hendriani (2014), when an individual is confronted with a challenge that suppresses her, the protective element in her resilience will assist her in reducing the pressure and preventing her from deviating or falling. The protective factor, according to Zimmerman, Stoddard, Eisman, Caldwell, Aiyer, and Miller (2013), is a factor that aids in the development of coping skills in a person.

Self-compassion is one of the internal, individual characteristics identified as protective in this research. The concept of self-compassion is something that a person develops in order to defend herself from the different negative forces that are present in the world (Rananto, & Hidayat, 2017). Marsh, Chan, and MacBeth (2017) provide support for the claim that adolescents with high self-esteem will experience less depression, anxiety, and stress.

In accordance with this, the study's test findings revealed a substantial positive correlation between self-compassion and resilience. In addition, this research indicated that self-compassion is one of the elements that can influence an individual's level of resilience, particularly among female students who are victims of toxic relationships. Therefore, these findings provide more

support for the researcher's hypothesis that self-compassion affects a person's resilience, particularly among female students who have been victimized by toxic relationships. The more a victim of a toxic relationship who is a female student loves herself, the greater her ability to overcome obstacles caused by the toxic relationship she has endured. This result is supported by the research of Breines and Chen (2012), which indicates that self-compassion can motivate a person to develop herself and learn from unpleasant experiences. This is supported by the research of Kawitri, Rahmawati, Listiyandini, and Rahmatika (2019), which states that an individual who has self-compassion will be kind to themselves, not criticize excessively and have a positive view of themselves so that she can rise to face various situations that pressed her.

Nevertheless, there are variations in the levels of resilience and compassion among female students who are victims of toxic relationships, despite the findings of this research. This research reveals that female students who were victims of toxic relationships exhibited a comparatively high level of resilience on average. On the other side, this research indicated that female students who were victims of toxic relationships tended to have low self-compassion levels.

This distinction indicates that, despite the fact that self-compassion influences the amount of resilience in female students who are victims of toxic relationships, and despite the fact that the level of resilience is high, these students continue to struggle with self-compassion. According to Hendriani (2018), just because a person is resilient does not mean that she will always be resilient and free from tough events in her life; on the contrary, she will still be dominated by bad feelings that stem from her prior dark situation. However, the individual already has a way to recover from the decline brought on by these bad emotions. Rangganis (2021) further argues that resilient individuals may continue to experience bad feelings, but they already have the means to overcome their difficult mental circumstances, which are the result of terrible experiences that occurred in the past.

The description of the low level of compassion in the results of this study can be seen from how female students who are victims of toxic relationships choose to love themselves or judge themselves, choose universal humanity or isolate themselves and choose between mindfulness or overidentification. According to Neff (2016), although the six components of self-compassion are split into positive and negative components that stand separately, they nonetheless impact one another. Neff, Toth-Kiraly, Yarnell, Arimitsu, Castilho, and Mantzios (2019) elaborated that the six components of self-compassion are divided into three positive/favorable components, which denote self-responsiveness filled with compassion, and three negative/unfavorable components, which denote self-responsiveness devoid of compassion. Although these six components exist independently, they interact synergistically to create self-compassion in a person.

Students in college who are victims of toxic relationships have a picture of themselves as either adoring or criticizing themselves. The emotional response of pupils who are victims paints this picture. According to research by Desiningrum, Suhariadi, and Suminar (2020), someone who has self-compassion will love and care for herself, for the difficulties she suffers.

When the student who became the victim was confronted with the experience of a toxic relationship that she had, she realized that she was still worthwhile, despite the fact that she found it extremely difficult and even "numbing" to her own feelings, believes she is still entitled to happiness and affection from others and from herself, and that she is not truly depressed. According to Bluth, Mullarkey, and Lathren (2018), individuals with a level of self-compassion are able to view themselves, their feelings, thoughts, and negative past events from a different, open, and nonjudgmental perspective.

Universal humanity or self-isolation is the subsequent depictions of compassion for female students who are victims of toxic relationships. This can be deduced from the kids' cognitive comprehension of the issues they are encountering. A person with a high level of self-compassion will be able to recognize and accept that her shortcomings, mistakes, and failures are things that

other people face as well and that this is normal (Hidayati. & Maharani, 2013; Isfani, & Paramita, 2021).

When a victimized female student is confronted with the experience of a previously toxic relationship, despite feeling like she has failed and believing that the world is not on her side, she is able to overcome her feelings of failure and helplessness. Students who are victims are still able to see that they are not alone, that others have been in a similar situation and have been able to overcome it, and that if others have been able to do so, then they too can overcome it. Hurwit, Yun, and Ebbeck (2017) explain that a person with self-compassion will be able to view all conditions, both positive and negative, in a balanced manner. This will allow her to view the unpleasant event from a new perspective that she is not alone, thereby reducing the likelihood of self-isolation. Bloch (2018) also said that self-compassion can make an individual have a better level of social adjustment, which allows him to be able to focus on people who are having social relations with her so that she will not isolate themselves and feel lonely in the social environment.

For female students who are victims of toxic relationships, mindfulness or overidentification represents the final aspect of compassion. This depiction can be gleaned from the kids' perceptions of their challenges or pressures. Hidayati and Maharani (2013) say that the concept of mindfulness in self-compassion involves seeing things as they are and not exaggerating or diminishing them, which can result in a more effective reaction because the individual is aware of and understands their true emotions.

When a female student who is a victim is confronted with a traumatic toxic relationship experience, despite being in a slumped phase, overcome by feelings of sadness, and even exaggerating the problem, the student who became a victim was able to realize that she could not continue to be submerged in her negative emotions. Thus, she will be able to preserve emotional stability and attempt to view the situation from a balanced perspective. Breines and Chen (2012) claim that self-compassion can enable a person to have a warm disposition, be able to accept, be sympathetic, and even forgive themselves, which can inspire them to get up and make improvements in their lives.

Reviewing how this research determined that the majority of students who were victims of toxic relationships had low levels of self-compassion, resilience can still be connected with self-compassion. Alizadeh, Khanahmadi, Vedadhir, and Barjasteh (2018) discovered that a person who is capable of self-love is in fact more resilient. On the other hand, Hendriani (2018) adds that a person with resilience can still be overpowered by bad feelings resulting from terrible events. In other words, self-compassion is associated with a high level of resilience. This does not, however, rule out the likelihood that she will experience bad feelings originating from her terrible history.

Neff et al. (2019) explain that a person's low degree of self-compassion is associated with the most significant negative components of self-compassion, including self-judgment, self-isolation, and overidentification. In other words, a person's low self-esteem, particularly in this case female college students who have been victims of toxic relationships, does not exclude them from having any compassion. Self-compassion is still present in the individual. A person's self-compassion falls into the category of lack of self-compassion due to the prominence of the negative component (Neff dkk., 2019).

When confronted with the option of taking efforts to love or judge themselves, female students who are victims of toxic relationships will still be able to demonstrate resilience, or the ability to overcome adversity or trauma. Nonetheless, there are distinctions between the two alternatives. If she decides to love herself, she will eventually be able to accept that she was the victim of a toxic relationship and recover from her trauma. Hendriani (2018) stated that a person who has undergone trauma due to violence will be able to recover over time if she has embraced the negative experience.



However, if she chooses to evaluate herself, she will not acquire the anticipated level of resistance. According to Putriana (2018), violence in previous romantic relationships might produce moderate to severe stress and anxiety. Students who have been victims of toxic relationships in the past, even if they have learned resilience and moved on, will be haunted by a history they cannot accept. Moreover, the negative experience will continue to make her concerned about her future romantic connection. Further, Rananto and Hidayati (2017) note that persons who are unable to love themselves can cause negative self-judgments, which will affect their anxiety.

Additionally, female students who are in toxic relationships will be able to respond to themselves with compassion when they choose universal humanity. A person who understands that she is not alone and that the terrible experiences she goes through affect others, as well as herself, will be able to practice resilience by accepting what is happening to her. A person may feel encouraged to stand up and accept her circumstances if she knows that other people experience the same things as her. The idea of universal humanity enables a person to see an event objectively, which helps her realize that she is not alone, that the experiences she is going through are shared by others, and that other individuals have failed and experienced illness just like her (Muharrara, 2018).

However, resilience will not be fully established if the individual chooses to isolate herself following the bad event. The antithesis of global humanity, According to Diantina and Hendarizkinny (2014), isolation causes a sense of separation from others, which is produced by the individual's pain. This implies that female college students who are victims of toxic relationships want to heal alone. In addition, because the person chooses to isolate herself from those around her, she won't receive advice on how to practice positive resilience from friends or family.

Students who choose mindfulness and are victims of toxic relationships will be able to respond to themselves with compassion. Marita and Rahmasari (2021) indicate that women who are victims of dating violence and who are able to think logically will be able to determine the correct actions to take in order to overcome hardship. In other words, a person with mindfulness will be able to perform well in terms of resilience because she can think clearly, calmly, and rationally about what is happening to her, allowing her to manage the actions she will take to rise up.

However, if the individual decides to overidentify with the negative event, the resilience that is anticipated will not be fully realized. Sugianto, Suwartono, and Sutanto (2020) argue that overidentification occurs when a person thinks negatively and excessively about everything, especially her sorrow and failure. In other words, when a person who has demonstrated resilience and persevered in a new relationship is confronted with difficulty, she will always believe that it is her responsibility due to the remaining influence of the previous toxic relationship.

This research is confined by the unequal demographic distribution of students, particularly on the island of Kalimantan. This unequal distribution generates a dearth of participation from other large islands or archipelagos in Indonesia, resulting in the victimization of a high number of female students from or residing on Java. This research is also limited by the amount to which resilience can be achieved when examined from the perspective of the positive and negative aspects of self-compassion. The limitation is partly caused by the fact that most of the individuals had low levels of self-compassion. Looking back, self-compassion is at a low point, which is crucial for a female student who is a victim of a toxic relationship. Because the benefits of self-compassion that enable her to love and accept her prior circumstances are so beneficial, it is anticipated that female students who are victims of toxic relationships would enhance their self-compassion in the near future.

## Conclusion

It is possible to draw the conclusion that self-compassion and resilience are significantly positively correlated among female students who are the victims of toxic relationships based on the findings of research that has been conducted. In addition, this research revealed that self-compassion is one of the elements strongly associated with resilience, particularly for female students who are victims of toxic relationships. It is evident from the fact that self-compassion effectively contributes 27.8% to resilience. As a result, female students who are in toxic relationships will have greater resilience the more self-compassionate they are toward themselves. The level of compassion that female students who are victims of toxic relationships possess is, however, in the low group with a score of 49.3% despite the fact that their level of resilience falls into the high category with a score of 49.3%. Thus, despite the fact that self-compassion is associated with the resilience of female students who are victims of toxic relationships, there is an issue with the self-compassion of female students who are victims of toxic relationships. It is seen by the low level of self-compassion and the high level of resilience among female students who have been victimized by toxic relationships. Several recommendations have been made based on the findings of research that has been conducted, specifically that: Students who are victims of toxic relationships are expected to be released and recover from their trauma. To be entirely free of the harmful impacts of toxic relationships that they have encountered, it is anticipated that female students who have been the victims of toxic relationships know and can use ideal self-compassion, such as self-love, universal humanity, and mindfulness. To do additional research on self-compassion and resiliency, it is suggested that male students become victims of toxic relationships. In addition, it is necessary to analyze other variables, such as the impact of the environment, classmates, family circumstances, and parenting styles on the self-compassion and resilience of female students who are victims of toxic relationships.

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