

A Multi group Experimental Study: The Effectiveness of a Mindful Self-Compassion Intervention on the Academic Resilience and Psychological Well-being of KIP-K Students in Higher Education

Sutrianingrum^{a,1,*}, Syarifudin^{b,2}

^{a,b} Sekolah Tinggi Agama Islam Auliaurasyidin Tembilahan Indonesia

¹sutrianingrum@stai-tbh.ac.id ²syarifudin@stai-tbh.ac.id

*Correspondent Author; sutrianingrum@stai-tbh.ac.id

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ABSTRACT

Kartu Indonesia Pintar Kuliah (KIP-K) scholarship recipients face compounded academic and economic pressures that threaten their academic resilience and psychological well-being, yet controlled experimental interventions targeting this vulnerable population remain scarce. This study examined the effectiveness of a Mindful Self-Compassion (MSC) intervention model among ninety active KIP-K undergraduate students, randomly assigned to an MSC experimental group, an active control group, and a waitlist control group, assessed at pre-test, post-test, and one-month follow-up stages. Results of mixed-design analysis of variance revealed statistically significant time-by-group interaction effects for both academic resilience ($F(4,174) = 71.70, p < .001, \eta^2p = .622$) and psychological well-being ($p < .001, \eta^2p = .469$), with the MSC group showing larger, more sustained gains than both comparison groups. These findings confirm that MSC constitutes an effective, durable psychosocial intervention warranting integration into scholarship support and further mechanistic research.

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Introduction

This phenomenon becomes more critical among students receiving the Indonesian Smart College Card Scholarship (Kartu Indonesia Pintar Kuliah/KIP-K). These students experience not only common academic challenges but also additional pressures related to financial limitations, the obligation to maintain a minimum academic performance standard to retain their scholarship status, and social expectations to become agents of economic mobility for their families. Research on scholarship recipients in Indonesia indicates that their psychological well-being tends to remain at a moderate level, characterized by vulnerabilities in social relationships and reliance on external sources of support (Christine & Sokang, 2024). Furthermore, in the academic domain, higher levels of self-compassion have been found to positively correlate with students' academic resilience (Pagayang, Minarni, & Saudi, 2023).

Despite these findings, a significant research gap remains. Existing studies on self-compassion, academic resilience, and psychological well-being in higher education have

predominantly employed correlational approaches that examine associations among variables without empirically testing the effectiveness of psychological intervention programs through experimental designs (Egan, O'Hara, Cook, & Mantzios, 2022b). Moreover, most intervention studies involving mindfulness and self-compassion have focused on general student populations, with limited attention given to economically vulnerable groups such as affirmative scholarship recipients. Consequently, the applicability and effectiveness of such interventions for this specific population require further investigation.

The novelty of this study lies in the development and empirical evaluation of a Mindful Self-Compassion (MSC)-based intervention model through a multi-group experimental design involving an intervention group and a waitlist control group specifically targeting KIP-K scholarship students. This population remains underrepresented in controlled psychological intervention research within the Indonesian higher education context. The proposed approach is supported by previous findings indicating that mindfulness-based interventions can effectively enhance students' academic resilience and academic performance through experimental evidence (Jennifer & Tamera, 2023). Furthermore, the effectiveness of such interventions is influenced by psychological flexibility, particularly in collectivistic cultural contexts where social expectations, achievement comparison, and interpersonal pressures strongly shape students' psychological experiences (Yuan & Hu, 2025). These conditions are highly relevant to the socio cultural environment experienced by scholarship recipients in Indonesia.

Based on the aforementioned background, this study addresses several research questions. First, what are the initial levels of academic resilience, psychological well being, and self compassion among KIP-K scholarship students prior to receiving the intervention? Second, does the Mindful Self Compassion intervention model effectively improve academic resilience among KIP-K scholarship students compared with those in the waitlist control group? Third, does the intervention contribute to sustainable improvements in students' psychological well-being during the follow up stage?

In accordance with these research questions, this study aims to identify the baseline conditions of academic resilience, psychological well being, and self-compassion among KIP-K scholarship students; examine the effectiveness of the Mindful Self-Compassion intervention model in improving academic resilience; and evaluate whether the intervention produces significant improvements in psychological well-being among students in the experimental group compared with the waitlist control group.

This research is expected to provide both theoretical and practical contributions. Theoretically, the findings may enrich educational psychology literature by expanding knowledge regarding the development of self-compassion-based intervention models for economically vulnerable university students. Practically, the results may serve as a reference for higher education institutions and scholarship management agencies in designing more responsive psychological support programs for KIP-K recipients. In addition, the findings may assist academic counselors and educational policymakers in strengthening psychosocial support systems aimed at reducing academic dropout risks among vulnerable student populations (Sujadi, 2022).

Method

This study employed a quantitative approach using a multi group experimental design to examine the effectiveness of the Mindful Self Compassion (MSC) intervention in improving academic resilience and psychological well being among students receiving the

Kartu Indonesia Pintar Kuliah (KIP-K) scholarship. The research involved three groups: an experimental group receiving the MSC intervention, an active control group receiving general psychoeducation without self-compassion components, and a waitlist control group that received the MSC intervention after the completion of all research procedures and measurements. Data were collected at three different time points: before the intervention (pre test), immediately after the intervention (post test), and one month after the intervention (follow up). These repeated measurements were conducted to examine changes in participants' psychological conditions and to evaluate the sustainability of the intervention effects on academic resilience and psychological well-being (Neff & Germer, 2022).

The three group experimental design was selected because it allows researchers to identify the specific effects of the MSC intervention while controlling for potential external influences, including facilitator attention, group interaction, and participants' expectations toward the program. The inclusion of an experimental group, an active control group, and a waitlist control group with repeated measurements provides stronger evidence for estimating intervention effects compared with conventional two-group experimental designs. This approach has been widely applied in psychological intervention research to distinguish specific treatment effects from nonspecific influences associated with participation and researcher attention (Juszczyk-Kalina, Kaczmarek, & Zięba, 2023).

The participants of this study were active university students who received the KIP-K scholarship. Participants were selected using a purposive sampling technique based on predetermined inclusion criteria, including being currently enrolled in higher education, having received the KIP-K scholarship for at least one semester, willingness to participate in all stages of the study, and not currently participating in other psychological counseling or intervention programs (Egan, O'Hara, Cook, & Mantzios, 2022a). A total of 90 students participated in this study and were assigned into three research groups, with 30 participants in each group. The sample size was determined through power analysis by considering a medium effect size, a significance level of $\alpha = 0.05$, and statistical power of 0.80. This approach follows methodological standards in experimental psychological research, which emphasize adequate sample size to detect meaningful intervention effects (Andersson et al., 2025). Following participant selection, random assignment was applied to allocate participants into research groups in order to minimize selection bias and strengthen the internal validity of the study.

Data collection was conducted using three primary instruments measuring academic resilience, psychological well-being, and self-compassion. Academic resilience was assessed using the Academic Resilience Scale-30 (ARS-30), which has undergone adaptation and psychometric evaluation within the Indonesian student context (Nurhayati, Dina Liana, 2025). This instrument measures students' ability to cope with academic challenges, maintain learning motivation, and adapt effectively to academic difficulties during higher education (Dharma & Kistyanti, 2024). Psychological well-being was measured using the Flourishing Scale, which evaluates aspects related to meaningful life experiences, positive social relationships, self-esteem, and overall psychological functioning. Previous studies have demonstrated that this instrument has satisfactory reliability and validity among Indonesian adult populations (Nugraha & Loscalzo, 2024). Meanwhile, self-compassion was measured using the Self-Compassion Scale (SCS), which consists of three core dimensions: self-kindness, common humanity, and mindfulness. These dimensions represent individuals' ability to respond to personal difficulties, failures, and stressful experiences with acceptance and understanding.

The MSC intervention was delivered to the experimental group through eight weekly sessions based on the fundamental principles of mindfulness and self-compassion training.

Each session was designed to enhance participants' awareness of internal experiences, develop adaptive self acceptance, and cultivate compassionate attitudes toward themselves when facing academic pressures and economic challenges. The intervention activities included brief mindfulness meditation practices, personal reflection exercises, emotional regulation training, and group discussions focusing on strategies for managing academic demands. The active control group received psychoeducational sessions with equivalent duration and frequency; however, the content did not include the core elements of MSC. The purpose of the active control condition was to control nonspecific effects, such as facilitator attention, social interaction, and participants' engagement during the intervention process. Meanwhile, the waitlist control group did not receive any intervention during the study period and was provided with MSC training after the completion of all data collection procedures (Tan et al., 2024).

The collected data were analyzed using a mixed design Analysis of Variance (Mixed ANOVA) to examine the interaction effects between measurement time points (pre-test, post-test, and follow-up) and intervention groups on changes in academic resilience and psychological well-being (Nurhayati, Latif, & Anwar, 2024). This analytical technique was selected because it enables researchers to evaluate within-group changes over time while simultaneously comparing differences in improvement patterns across groups. Post-hoc analyses were subsequently conducted to identify specific differences between the experimental group, active control group, and waitlist control group. Prior to conducting the main analysis, statistical assumption tests were performed, including tests of normality, homogeneity of variance, and other requirements for parametric analysis. The significance level was established at $p < 0.05$ to determine the statistical significance of the MSC intervention effects on academic resilience and psychological well-being among KIP-K scholarship recipients (Cassidy, 2021).

Results and Discussion

1. Overview of Pre-Test Data Prior to Intervention

Before the intervention, the baseline characteristics of the participants across the three research variables indicated relatively comparable conditions between the groups. Table 1 presents a descriptive overview of the scores for academic resilience, psychological well-being, and self compassion at the pre test stage.

Table 1. Statistical Description of Pre-Test Scores by Group (N = 90)

Variable	Group	N	Mean	SD	Min	Max
Academic Resilience	MSC Intervention	30	64.43	7.45	44.70	76.66
	Active Control	30	64.97	8.51	47.66	81.04
	Waitlist Control	30	61.95	7.54	47.66	76.96
Psychological Well-Being	MSC Intervention	30	43.59	5.02	34.81	53.09
	Active Control	30	44.14	5.94	30.57	55.00
	Waitlist Control	30	42.94	4.19	35.86	52.14
Self-Compassion	MSC Intervention	30	70.82	9.61	53.27	89.63
	Active Control	30	72.99	9.52	50.09	90.52
	Waitlist Control	30	72.72	8.21	51.27	88.69

Researcher's data analysis results (2026)

Table 1 shows that the mean pre-test scores for the three groups fell within a similar

range for each variable, indicating that the random allocation procedure successfully established equivalent baseline conditions across groups prior to the intervention. Homogeneity and normality tests on the pre test scores confirmed that the assumptions of equal variances and data distribution were met, allowing for subsequent inferential analysis without data transformation (Woodfin, Molde, Dundas, & Binder, 2021).

2. Intervention Effectiveness on Academic Resilience

Mixed design ANOVA testing on the academic resilience variable revealed a significant main effect of time ($F(2, 174) = 303.81$; $p < 0.001$; $\eta^2p = 0.777$), a significant main effect of group ($F(2, 87) = 6.74$; $p = 0.002$; $\eta^2p = 0.134$), and—most importantly—a significant interaction effect between time and group ($F(4, 174) = 71.70$; $p < 0.001$; $\eta^2p = 0.622$). This interaction finding confirms that the patterns of change in academic resilience from pre-test to post-test and follow-up differed significantly across the treatment groups.

Table 2. Summary of Mixed Design ANOVA for the Three Research Variables

Variable	Source of Variance	df1	df2	F	p	η^2p
Academic Resilience	Time	2	174	303.81	<0.001	0.777
	Group	2	87	6.74	0.002	0.134
	Time × Group	4	174	71.70	<0.001	0.622
Psychological Well-Being	Time	2	174	123.65	<0.001	0.587
	Group	2	87	6.56	0.002	0.131
	Time × Group	4	174	38.42	<0.001	0.469
Self Compassion	Time	2	174	186.60	<0.001	0.682
	Group	2	87	1.86	0.165	0.041
	Time × Group	4	174	75.68	<0.001	0.635

Researcher's data analysis results (2026)

The data in Table 2 consistently show a significant time-by-group interaction effect across all three variables, with effect sizes (η^2p) classified as large according to Cohen's conventions particularly for academic resilience and self-compassion. Interestingly, the main effect of the group on self-compassion was not significant ($p = 0.165$), indicating that meaningful differences between groups for this variable emerged only when accounting for the interaction with time, rather than appearing in the static overall mean differences.

The pattern of changes in mean academic resilience scores across the three measurement points for each group is illustrated in Figure 1.

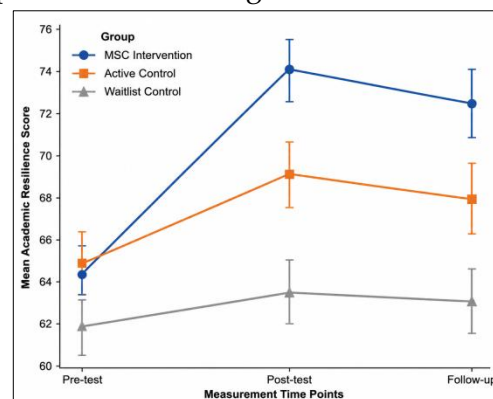


Figure 1. Academic Resilience Scores by Group at Pre-test, Post-test, and Follow-up

(Source: Author, 2026)

The figure illustrates the sharpest upward trajectory in the MSC group from pre-test to

post-test, followed by a relatively gradual decline leading to the follow-up; meanwhile, the active control group showed a more moderate increase, and the waitlist group remained relatively stable across all measurement points.

3. Patterns of Score Changes Between Groups

Table 3 presents the magnitude of score changes (mean change) from pre-test to post-test and from pre-test to follow-up for each group, illustrating the magnitude of the intervention effect in greater detail.

Table 3. Mean Score Changes by Group and Time Point

Group	Variable	Δ Pre→Post	SD	Δ Pre→Follow-up	SD
MSC Intervention	Academic Resilience	9.78	2.12	8.00	2.06
	Psychological Well-Being	6.20	2.60	5.72	1.95
	Self-Compassion	11.09	2.82	9.00	2.76
Active Control	Academic Resilience	4.34	2.11	2.96	2.07
	Psychological Well-Being	3.14	2.19	2.47	1.91
	Self-Compassion	3.76	2.52	2.48	3.09
Waitlist Control	Academic Resilience	1.46	2.03	1.01	2.45
	Psychological Well-Being	0.39	2.36	-0.09	2.03
	Self-Compassion	0.56	2.74	-0.12	2.89

Researcher's data analysis results (2026)

The data presented in Table 3 demonstrate a consistent improvement pattern across the three measured variables. The MSC intervention group showed the largest increase in scores, followed by the active control group, whereas the waitlist control group exhibited minimal changes and even slight declines at the follow-up assessment for psychological well-being and self-compassion. Across all variables, the magnitude of improvement observed in the MSC group from pre-test to post-test was more than twice as large as the improvement recorded in the active control group and substantially exceeded the changes observed in the waitlist control group. These findings indicate that the MSC intervention produced a stronger positive effect on participants' psychological outcomes compared with the comparison conditions.

4. Between Group Comparisons at Each Measurement Point

Post hoc analyses using Bonferroni correction revealed that there were no significant differences among the three groups at the pre-test stage ($p > 0.05$ for all comparisons), indicating that the groups had comparable baseline conditions before the intervention was implemented. At the post-test stage, the MSC group demonstrated a statistically significant difference compared with the waitlist control group ($p < 0.001$). At the follow-up assessment, the significant difference between the MSC and waitlist groups remained evident ($p < 0.001$). Furthermore, the MSC group also showed a significant difference compared with the active control group at the follow-up stage ($p = 0.045$). This pattern suggests that the superiority of the MSC intervention became increasingly apparent over time, particularly in maintaining improvement after the intervention period ended. While the advantage of MSC over the waitlist group was already observable immediately after the intervention, its comparative effect over the active control group became more evident during the follow up phase.

5. Longitudinal Changes Across Measurement Periods

The analysis of time effects (main effect of time) indicated that academic resilience scores significantly increased from pre-test to post-test ($p < 0.001$) and remained significantly higher at follow-up compared with the initial measurement ($p < 0.001$). However, a significant decline was observed between post-test and follow-up scores ($p < 0.001$) across the overall sample. Despite this reduction, the decline was relatively smaller in the MSC group, which decreased from an improvement gain of 9.78 points at post-test to 8.00 points at follow-up, representing an effect retention rate of 81.8%. In comparison, the active control group retained 68.2% of its initial improvement, decreasing from 4.34 points at post-test to 2.96 points at follow-up, while the waitlist control group demonstrated the lowest maintenance of improvement.

A similar retention pattern was observed for psychological well-being and self-compassion. As presented in Table 3, the MSC group consistently maintained a greater proportion of improvement at one month after the intervention compared with both comparison groups. These findings suggest that MSC not only contributed to immediate improvements in students' psychological conditions but also supported the sustainability of positive changes beyond the intervention period.

To provide a broader understanding of changes in academic resilience, the trajectory of mean psychological well-being scores across the three groups is presented in Figure 2.

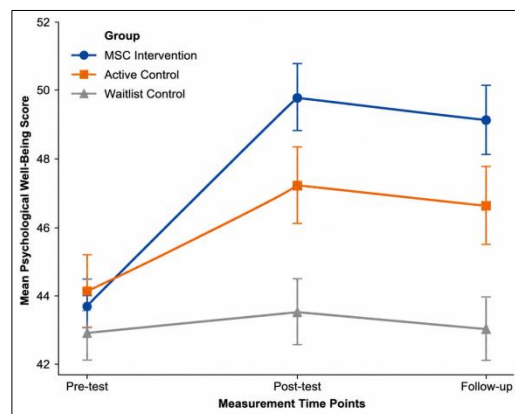


Figure 2. Psychological Well-being Scores by Group at Pre-test, Post-test, and Follow-up (Source: Author, 2026)

The figure shows a pattern consistent with the findings for the academic resilience variable: the MSC group reached its highest point at the post-test and maintained most of that improvement at the follow-up, whereas the waitlist group showed almost no change across all measurement points.

Discussion

The findings of this study provide empirical evidence addressing the three research questions, namely the initial psychological conditions of participants, the effectiveness of the Mindful Self Compassion (MSC) intervention in improving academic resilience, and the sustainability of intervention effects on psychological well-being and related psychological outcomes during the follow-up phase. The discussion is presented systematically according to the research objectives by interpreting the findings in relation to previous empirical studies and relevant theoretical perspectives.

Baseline Conditions of Academic Resilience, Psychological Well-Being, and Self-

Compassion among KIP-K Scholarship Students

The pre-test results indicated that the three groups demonstrated relatively comparable baseline scores in academic resilience, psychological well-being, and self-compassion. The mean academic resilience scores ranged from approximately 62 to 65, while self-compassion scores were within the range of 71 to 73 across groups. These findings suggest that students receiving KIP-K scholarships entered higher education with a moderate level of psychological resources despite facing multiple academic and socioeconomic challenges.

This finding is consistent with previous research on scholarship recipients in Indonesia, which demonstrated that students from economically disadvantaged backgrounds can develop strong psychological endurance in managing academic demands. Santoso (2023) reported that students receiving affirmative scholarships, including KIP-K recipients, were able to demonstrate academic persistence through active problem-solving strategies, commitment to academic responsibilities, and adaptive responses when encountering educational pressures (Santoso, 2023). This evidence indicates that economic constraints do not necessarily lead to low psychological capacity among university students.

Furthermore, the present finding supports research showing that financial limitations are not the sole determinant of students' psychological functioning. A study involving economically disadvantaged university students in Jakarta revealed that students with limited financial resources could still demonstrate relatively positive levels of self-compassion, particularly in the dimensions of self-kindness and common humanity, with no significant differences based on demographic characteristics such as parental income (Hutomo, Wahyuni, & Yudhistira, 2026). This suggests that students' psychological strengths are shaped by the interaction between external conditions and internal resources, rather than being determined solely by socioeconomic status.

The moderate baseline levels observed in this study also highlight the importance of providing structured psychological support for students receiving affirmative scholarships. Previous research involving Bidikmisi and KIP scholarship recipients at Universitas Kristen Satya Wacana found that academic resilience among scholarship students is closely associated with positive psychological factors, particularly optimism, which enables students to maintain academic goals and develop positive expectations despite the pressure of maintaining scholarship eligibility (Tri & Rahayu, 2024). Therefore, the moderate pre-test scores identified in this study should not be interpreted as evidence of psychological deficits, but rather as an opportunity for further development through interventions targeting affective and regulatory mechanisms, particularly self-compassion.

Effectiveness of the Mindful Self Compassion Intervention Model on Academic Resilience

The results of the mixed-design ANOVA revealed a significant interaction effect between time and group on academic resilience, with a large effect size ($\eta^2p = 0.622$). The MSC group demonstrated an increase in academic resilience scores from pre-test to post-test that was more than twice as large as the improvement observed in the active control group. These findings provide strong empirical support for the second research question, indicating that the MSC-based intervention model effectively enhances academic resilience among KIP-K scholarship students compared with the control conditions.

This finding is consistent with a randomized controlled trial among university students in China, which demonstrated that an eight-week structured mindfulness training program significantly improved psychological resilience with a very large effect size ($d = 2.02$), while simultaneously reducing academic stress and burnout symptoms (Chen & Qi, 2025). The

consistency of the intervention effects across different populations and cultural contexts strengthens the argument that mindfulness components embedded within MSC contribute substantially to students' adaptive capacity in managing academic pressures. Through increased awareness, emotional regulation, and acceptance of difficult experiences, MSC may help students develop more flexible responses when facing academic challenges.

The superiority of the MSC intervention compared with conventional psychoeducation is also supported by previous experimental evidence involving university students with maladaptive perfectionism tendencies. Woodfin et al. (2021) found that brief self-compassion based interventions significantly reduced anxiety and depressive symptoms while increasing self-compassion compared with a waitlist control group (Woodfin et al., 2021). These findings suggest that the effectiveness of MSC does not merely result from providing psychological information but from its experiential approach, which encourages individuals to develop a supportive and accepting attitude toward themselves when encountering failure, stress, or personal limitations.

Furthermore, a recent meta-analytic study examining mindfulness and self-compassion interventions among university students reported moderate to large effects in reducing psychological distress within higher education settings, although variations across studies remained substantial (Galino Buen et al., 2026). The variability of effect sizes reported in previous studies suggests that intervention outcomes should be interpreted within specific contextual conditions. In the present study, the relatively large effect of MSC may be associated with the unique characteristics of KIP-K scholarship recipients, who experience multiple pressures related to academic achievement, financial challenges, and social expectations.

The significant post-test differences between the MSC and waitlist groups further strengthen the evidence regarding the effectiveness of the intervention by controlling for nonspecific influences. This finding aligns with the principle of delayed-control designs commonly applied in mindfulness-based intervention studies. For example, a counseling intervention study among university students demonstrated that participants receiving self-compassion-based training experienced significant improvements in self-compassion and positive affect compared with those in a waitlist control condition (Karakasidou & Komninou, 2025). Therefore, the advantages observed in the MSC group are unlikely to be explained solely by participant attention or expectations but rather reflect the specific mechanisms of the intervention components.

Effectiveness of the Intervention Model on Sustained Psychological Well-Being Outcomes at Follow Up

The third research question was addressed through findings showing that improvements in psychological well-being among participants in the MSC group were not only significant immediately after the intervention but were also maintained substantially one month after completion of the program. The academic resilience improvement in the MSC group demonstrated an effect retention rate of 81.8%, indicating that the intervention produced relatively stable psychological benefits beyond the active intervention period.

This pattern of sustained improvement is consistent with findings from a long-term quasi-experimental study comparing MSC and Mindfulness-Based Stress Reduction (MBSR), which reported that both interventions maintained beneficial effects on anxiety, depression, perceived stress, and positive and negative affect over a one-year period of continued practice (Crego, Yela, Gómez-Martínez, Sánchez-Zaballos, & Vicente-Arruebarrena, 2025). Although the follow-up duration in the current study was shorter, the similarity in maintenance patterns suggests that self-compassion-based interventions may generate psychological changes that extend beyond immediate post-intervention outcomes

rather than producing only temporary improvements.

The durability of these effects is also supported by research involving emerging adults, which found that self-compassion-based counseling interventions continued to reduce psychological distress and increase positive affect at three months after intervention completion (Karakasidou & Komninou, 2025). In addition, research involving university students engaged in distance learning demonstrated that interventions specifically targeting self-compassion and gratitude components were more successful in maintaining reductions in perceived stress at three-month follow-up assessments compared with broader but less focused psychological programs (Bock, Hägerbäumer, Riedel, & Rana, 2026).

The consistency between these findings and the present study provides a conceptual explanation for why the MSC group maintained greater improvements than the active control group. The specific focus of MSC on affective and emotional regulation processes appears to facilitate deeper internalization of adaptive psychological skills. In contrast, general psychoeducational programs may provide useful knowledge but may be less effective in producing long-term behavioral and emotional transformation because they do not directly train individuals to modify their relationship with stressful experiences.

Overall, the findings of this study provide a comprehensive answer to the research framework. The moderate baseline levels of academic resilience, psychological well-being, and self-compassion highlight the importance of structured psychological support for KIP-K scholarship students, who experience multiple academic and socioeconomic pressures. The significant short-term effects of MSC compared with both active and waitlist control groups demonstrate the advantage of self-compassion-based approaches over conventional psychoeducational methods. Furthermore, the maintenance of intervention effects during the follow-up period indicates that MSC provides relatively sustainable psychological benefits rather than temporary improvements associated only with participation in the program.

Taken together, these findings support the consideration of MSC as a relevant psychosocial intervention model for students receiving affirmative scholarships within Indonesian higher education settings. By strengthening self compassion, emotional regulation, and adaptive coping mechanisms, MSC may serve as a strategic approach to improving students' resilience and psychological well-being while addressing the complex challenges faced by economically vulnerable university populations.

Conclusion

This study revealed three main findings. First, the baseline conditions of KIP-K scholarship students in terms of academic resilience, psychological well-being, and self-compassion were found to be at a moderate level and relatively comparable across groups. This finding highlights the need for structured psychological interventions to support students experiencing multiple academic, financial, and social pressures.

Second, the Mindful Self Compassion (MSC) intervention model was proven to be effective in significantly improving students' academic resilience. The magnitude of improvement observed in the experimental group was substantially greater than that of both the active control and waitlist control groups, as demonstrated by the significant interaction effect between measurement time and group. These findings indicate that MSC provides a stronger contribution to strengthening students' adaptive capacity in dealing with academic challenges.

Third, the improvement in psychological well being resulting from the MSC

intervention was not limited to short-term outcomes but remained substantially maintained during the one-month follow-up assessment. This finding suggests that MSC produces relatively stable psychological benefits compared with conventional psychoeducational approaches, which may have more limited effects on sustaining long-term psychological changes.

Recommendations

For higher education institutions and scholarship management agencies, MSC-based programs are recommended to be integrated into regular psychosocial support services for KIP-K scholarship recipients. Such programs may serve as preventive and developmental interventions to strengthen students' resilience, emotional regulation, and psychological well-being throughout their academic journey.

For future researchers, further studies are encouraged to extend the follow-up period, involve larger and more diverse samples across different geographical contexts, and examine potential mediating mechanisms, such as psychological flexibility, to provide a deeper understanding of how MSC interventions generate psychological and academic improvements among university students.

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