

The Contribution of Interpersonal Communication and Self-Compassion to Final Year Students' Well-Being

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ARTICLE INFO

Keywords:

interpersonal communication;
self-compassion;
well-being;
final year student;
guidance and counseling

Article history:

Received 2025-08-08

Revised 2026-02-21

Accepted 2026-06-23

ABSTRACT

Final-year students often encounter substantial academic pressure related to thesis completion and preparation for the transition to the workforce, which may affect their well-being. Previous studies have highlighted the importance of interpersonal communication and self-compassion in promoting psychological well-being; however, evidence among final-year education students remains limited. This study employed a quantitative correlational survey design. Participants were 309 final-year students from the Faculty of Education, Universitas Negeri Padang, selected through proportional stratified random sampling from a population of 1,353 students. Data were collected using Likert-scale questionnaires measuring well-being based on Seligman's PERMA model, interpersonal communication based on DeVito's framework, and self-compassion based on Neff's model. Descriptive statistics and multiple regression analyses were performed using IBM SPSS Statistics 27. The findings indicated that students demonstrated high levels of well-being ($M = 112.16$; 70.10%), interpersonal communication ($M = 144.46$; 78.09%), and self-compassion ($M = 91.41$; 73.13%). Interpersonal communication showed a significant positive association with well-being ($R^2 = .603$, $p < .001$), explaining 60.3% of the variance. Self-compassion also significantly predicted well-being ($R^2 = .466$, $p < .001$), accounting for 46.6% of the variance. Simultaneously, interpersonal communication and self-compassion explained 66.0% of the variance in well-being ($R^2 = .660$, $p < .001$), with interpersonal communication emerging as the stronger predictor. These findings suggest that interpersonal communication and self-compassion are important factors associated with the well-being of final-year students. Higher education institutions may strengthen student well-being by implementing guidance and counseling programs that foster effective interpersonal communication and self-compassion.

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1. INTRODUCTION

Final-year students often experience substantial academic pressure as they complete their theses and prepare to transition into the professional world. Such pressure can significantly influence their well-being. Robotham and Julian (2006) explain that academic demands increase the risk of stress, anxiety, and depression among university students. Data from the Ministry of Health of the Republic of Indonesia (2018) also indicate that the prevalence of depression in Padang reaches 7.76%, while emotional mental disorders among adolescents and young adults reach 14.20%, suggesting that students' psychological well-being requires serious attention.

This condition is further exacerbated by increasing academic and social expectations in higher education environments, which often generate feelings of isolation and being overwhelmed (Diener, 2000; Keyes, 1998). Final-year students in the Faculty of Education (FIP) at Padang State University (UNP) face additional challenges because, aside from completing their final academic requirements, they are also preparing to become professional educators, an expectation that brings its own academic and psychological demands (Astin, 1993; Tinto, 1993).

To understand student well-being more comprehensively, Seligman's (2011) PERMA model, which includes positive emotion, engagement, relationships, meaning, and accomplishment, offers a multidimensional perspective. Similarly, Ryff (1989) highlights autonomy, environmental mastery, and positive social relations as key dimensions of psychological well-being. However, many final-year students still struggle to maintain emotional stability and healthy social relationships during demanding academic periods. Huppert (2009) stresses that prolonged academic pressure can impair psychological functioning and overall well-being. Other scholars (Diener & Seligman, 2002; Lyubomirsky, Sheldon, & Schkade, 2005) also emphasize the importance of supportive conditions for fostering student well-being.

Interpersonal communication is one of the factors that may support students' psychological well-being. Kawachi and Berkman (2001) found that strong interpersonal relationships contribute significantly to mental health. Devito (2011) describes interpersonal communication as involving openness, empathy, support, positive feelings, and equality skills essential for navigating academic stress and fostering meaningful social interactions. Supporting this view, Ridwan (2021) and Beebe, Beebe, and Redmond (2014) show that effective communication enhances social connectedness and reduces stress among students. However, Rais and Marjohan (2020) found that many students continue to struggle with openness and self-expression, which may hinder their interpersonal functioning and well-being.

In addition to interpersonal communication, self-compassion is another psychological factor that plays an important role in emotional resilience. Neff (2003) defines self-compassion as comprising self-kindness, common humanity, and mindfulness. Research by Neff and Germer (2013) demonstrates that self-compassion helps reduce anxiety and promotes emotional balance. Additional studies (Barnard & Curry, 2011; Zessin, Dickhäuser, & Garbade, 2015; Cohen & Wills, 1985) further show that self-compassion is positively associated with mental health and can buffer the negative effects of academic stress. Despite this, many university students still show tendencies toward self-criticism, isolation, and over-identification with failure patterns that may weaken their well-being.

Although numerous studies have explored interpersonal communication, self-compassion, and well-being, research focusing specifically on final-year students in education faculties particularly at FIP UNP remains limited. This population faces unique academic and professional pressures related to preparing for future teaching roles. However, the existing literature has not clearly described the current levels of interpersonal communication, self-compassion, and well-being in this group. Furthermore, the extent to which interpersonal communication and self-compassion contribute to well-being among final-year education students is still underexplored.

Therefore, this study aims to (1) Describe the levels of interpersonal communication, self-compassion, and well-being among final-year students of FIP UNP. (2) Examine the individual and combined contributions of interpersonal communication and self-compassion to well-being.

2. METHODS

This study employed a quantitative correlational survey design to examine the contributions of interpersonal communication and self-compassion to the well-being of final-year students. The population consisted of 1,353 final-year undergraduate students at the Faculty of Education, Universitas Negeri Padang, who were actively undertaking thesis research. The sample size was determined using Slovin's formula with a 5% margin of error.

$$s = \frac{N}{1 + N \cdot e^2} = \frac{1,353}{1 + 1,353 \cdot (0.05)^2} = \frac{1,353}{1 + 3,3825} = 309$$

Thus, a sample of 309 undergraduate students was obtained. Subsequently, proportional stratified random sampling was employed to ensure proportional representation from each academic department. The number of participants selected from each department was determined based on the proportion of students within each stratum relative to the total population. The instrument used in this research is a questionnaire developed based on Seligman's (2011) PERMA model, encompassing the dimensions of Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. The instrument development process went through three stages: preparation of a grid based on theoretical indicators, content validity testing through expert judgment, and instrument testing on 30 respondents outside the main sample.

Instrument validity was examined using Pearson Product-Moment Correlation analysis in IBM SPSS Statistics Version 27.00. Items were considered valid when the correlation coefficient exceeded the critical r-table value of 0.355. The results indicated that 32 of the 40 well-being items met the validity criterion and were retained for subsequent analyses. Reliability testing using Cronbach's Alpha demonstrated satisfactory internal consistency, with coefficients of .93 for well-being, .91 for interpersonal communication, and .89 for self-compassion.

Interpersonal communication was measured using a 30-item instrument adapted from a previously validated scale based on DeVito's (2011) interpersonal communication theory, comprising the dimensions of openness, empathy, supportiveness, positiveness, and equality. Self-compassion was measured using a 25-item instrument adapted from a previously validated scale based on Neff's (2003) self-compassion framework, including self-kindness, self-judgment, common humanity, isolation, mindfulness, and over-identification. Formal written permission to adapt and use both instruments was obtained from the respective instrument developers prior to data collection. All instruments employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Negatively worded items were reverse-scored before analysis. In the self-compassion scale, the dimensions of self-judgment, isolation, and over-identification consisted of unfavorable items and were therefore reverse-scored so that higher scores consistently reflected higher levels of self-compassion.

Participation in the study was voluntary. Prior to data collection, prospective participants were informed about the purpose and procedures of the study and were invited to participate voluntarily without coercion. Participant anonymity and response confidentiality were maintained throughout the research process, and all data were used solely for research purposes.

Table 1. Description of interval score and classification of percentage scores for each variable

Category	Variable					
	Well-being		Interpersonal Communication		Self-Compassion	
	Interval Score	Interval %	Interval Score	Interval %	Interval Score	Interval %
ST	≥ 136	>85%	≥ 157	>85%	≥ 93	>74
T	110-135	69-84%	127-156	69-84%	76-92	61-73%
C	84-103	52-68%	97-126	52-68%	59-75	47-60%
R	58-83	36-51%	67-96	36-51%	42-58	34-46%
SR	32-57	<35%	37-66	<35%	25-41	<33%

Based on Table 1, the descriptive analysis was conducted to determine the level of each research variable. Percentage scores were calculated by dividing the obtained score by the maximum possible score and multiplying by 100. The classification of percentage scores was derived from score intervals established for each variable based on its respective minimum and maximum possible scores. Consequently, the percentage interval categories differed across variables. Respondents' scores were then classified into five categories: very low, low, moderate, high, and very high. Data were analyzed using descriptive statistics and multiple linear regression analysis. Prior to hypothesis testing, normality, linearity, and multicollinearity assumptions were examined. Statistical significance was established at $p < .05$ (Field, 2018).

3. FINDINGS AND DISCUSSION

3.1 Findings

This research was conducted at the Faculty of Education, Universitas Negeri Padang, with final-year students from the 2020 and 2021 cohorts as the research subjects. The main focus of this study was to examine the extent of the contribution of interpersonal communication and self-compassion to well-being among final-year students at the Faculty of Education, Universitas Negeri Padang. Data were collected using research instruments in the form of Likert-scale questionnaires measuring the variables of well-being, interpersonal communication, and self-compassion. Descriptive data from each variable, namely well-being, interpersonal communication, and self-compassion, were used to provide an overview of the results of data analysis conducted using SPSS version 27.00. Furthermore, the researcher presents findings related to the contribution of interpersonal communication and self-compassion to well-being among final-year students at the Faculty of Education, Universitas Negeri Padang.

Table 2. Description of Average (Mean) and Percentage (%) of Well-being Based on Sub-Variables

Variable	Sub Variable	Score					
		Max	Min	Total	Mean	%	Category
Well-Being (Seligman, 2011)	Positive Emotion	23	7	5057	16.37	65.46%	Moderate
	Engagement	33	14	7517	24.33	69.51%	High
	Relationship	30	9	6964	22.54	75.12%	High
	Meaning	39	13	8545	27.65	69.13%	High
	Accomplishment	30	11	6575	21.28	70.93%	High
Overall		146	62	34658	112.16	70.10%	High

Based on Table 2, it can be seen that the overall average percentage of well-being among final-year students at FIP UNP is 70.10%, which falls into the high category. This indicates that final-year students at FIP UNP generally demonstrate good well-being. However, the positive emotion variable, with a percentage of 65.46%, is the lowest sub-variable and falls into the moderate category, indicating challenges in maintaining positive emotions such as happiness and optimism.

The data indicate that the well-being of final-year students at FIP UNP falls within the high category, with a mean score of 112.16 out of a maximum possible score of 146 (70.10%). Approximately 61% of respondents demonstrate good levels of well-being. However, the Positive Emotion dimension is classified in the moderate category and shows the lowest percentage among the PERMA components. The relatively low level of positive emotions suggests that students tend to experience negative affective states—such as stress, anxiety, and pessimism more frequently when facing academic demands, compared to feelings of optimism, joy, and hope.

These findings support Seligman's PERMA theory (2011), which conceptualizes well-being as a multidimensional construct encompassing positive emotion, engagement, relationships, meaning, and accomplishment. Within this framework, positive emotion constitutes a fundamental component; deficiencies in this domain may adversely affect overall well-being. Furthermore, Ryff and Singer (2008) emphasize that low levels of positive emotion increase students' vulnerability to psychological stress and reduce life satisfaction.

To enhance positive emotion among final-year students, structured group guidance and counseling services may serve as an effective intervention strategy. Through group dynamics, students can share positive experiences, cultivate humor, and cognitively reframe academic challenges from a more optimistic perspective. Consistent with this approach, Rashid and Seligman (2018), through the development of Positive Psychotherapy, demonstrated that interventions focused on identifying personal strengths and sharing positive experiences significantly increase positive emotions and reduce depressive symptoms among university students.

Table 3. Description Average (Mean) and Percentage (%) of Interpersonal Communication Based on Sub-Variables

Variable	Sub Variable	Score					
		Max	Min	Total	Mean	%	Category
Interpersonal communication (DeVito,2011)	Openness	30	10	6889	2229	74.31%	High
	Empathy	34	14	8251	26.70	76.29%	High
	Support	40	17	9691	31.36	78.40%	High
	Positive Feeling	40	14	9886	31.99	79.98%	High
	Quality	40	15	9922	32.11	80.27%	High
	Overall	177	85	44639	144.46	78.09%	High

Based on Table 3, overall interpersonal communication shows an average total score of 144 with a percentage of 78.09%, indicating that final-year students at FIP UNP possess very good interpersonal communication skills overall. Although all sub-variables fall within the high category, openness at 74.31% is slightly lower than the other sub-variables, suggesting that this area still requires improvement.

The findings on interpersonal communication among final-year students at FIP UNP indicate that students generally demonstrate interpersonal communication skills ranging from moderate to high levels. This suggests that most students are capable of practicing self-disclosure, empathy, supportiveness, positive regard, and equality in communication. However, a proportion of students still experience barriers related to openness and self-confidence.

These results support DeVito's (2011) theoretical framework, which posits that effective interpersonal communication is constructed through openness, empathy, supportiveness, positiveness, and equality, all of which contribute to the development of healthy social relationships. The relatively lower score on openness may be attributed to limited exposure to supportive interaction experiences within family or academic environments, which can affect students' confidence in communicating. The study by Rais and Marjohan (2020) further corroborates that self-confidence and peer conformity play significant roles in enhancing interpersonal communication quality. Students with low self-confidence tend to avoid openness in communication, whereas peer conformity encourages them to adjust to group norms, such as actively participating in group discussions.

To address the observed limitations in openness and empathy among final-year students, targeted guidance and counseling services aimed at developing communication skills are recommended. Group guidance is considered an effective counseling service for enhancing students' interpersonal competencies, including self-disclosure and empathy. According to Prayitno (2012), group guidance enables individuals to learn through group dynamics, allowing them to express themselves while

gaining a deeper understanding of others. Similarly, Waskito, Asrowi, and Makhmudah (2019) affirmed that group guidance improves social adjustment and openness in interpersonal relationships.

Table 4. Description Average (Mean) and Percentage (%) Self-compassion Based on Sub-Variables

Variable	Sub Variable	Score					
		Max	Min	Total	Mean	%	Category
<i>Self-compassion</i> (Neff,2003)	1. Self-Kindness	20	8	5012	16.22	81.10%	Very High
	2. Self-Judgement	25	5	5236	16.94	67.78%	High
	3. Common Humanity	20	6	4885	15.81	79.04%	Very High
	4. Isolation	20	5	3950	12.78	63.91%	high
	5. Mindfulness	20	8	4977	16.11	80.53%	High
	6. Over-Identification	20	5	4186	13.55	67.73%	High
	Overall	117	48	28246	91.41	73.13%	High

Based on Table 4, the overall percentage of 73.13% indicates that final-year students at FIP UNP demonstrate good self-compassion. Although the dimensions of self-judgment, isolation, and over-identification were categorized as high, their percentage scores were relatively lower than those of the other self-compassion dimensions. Since these dimensions consisted of negatively worded items that were reverse-scored prior to analysis, higher scores indicate lower levels of self-judgment, isolation, and over-identification. Nevertheless, the comparatively lower percentages suggest that some final-year students may still experience self-critical thoughts, feelings of isolation, and a tendency to become overly absorbed in negative emotions when facing academic challenges. Therefore, these dimensions remain important areas for further development in efforts to strengthen students' self-compassion and well-being.

The data indicate that self-compassion among final-year students at FIP UNP is categorized as high, with a mean score of 91.41 out of a maximum possible score of 117 (73.13%). Approximately 73% of respondents demonstrate good levels of self-compassion. The relatively lower scores on self-judgment, isolation, and over-identification may be associated with the academic demands encountered during thesis completion. Final-year students are often required to cope with uncertainty, academic pressure, and expectations regarding graduation and future careers. Under such conditions, some students may be more likely to engage in self-criticism, perceive themselves as struggling alone, or become excessively preoccupied with negative experiences. Although the overall level of self-compassion was high, these findings indicate that reducing self-judgment, isolation, and over-identification remains an important consideration in supporting students' well-being.

According to Neff (2003), self-compassion encompasses three core components: self-kindness versus self-judgment, common humanity versus isolation, and mindfulness versus over-identification. Individuals with high self-compassion are able to acknowledge personal shortcomings without harsh self-criticism, recognize that suffering is part of the shared human experience, and maintain balanced awareness of negative emotions. According to Neff and Germer (2013), self-compassion helps students deal with academic failure with a constructive attitude. Barnard and Curry (2011) stated that self-compassion is positively correlated with mental health. The combination of interpersonal communication and self-compassion creates a synergistic effect, as supported by Baumeister and Leary (2017) and Fredrickson (2001). Supporting this framework, Kotera, Green, and Sheffield (2021) reported that students with higher self-compassion experience lower academic stress and better mental health outcomes.

To address these identified challenges, self-compassion-based interventions may be incorporated into university guidance and counseling services. Neff and Germer (2013) developed the

Mindful Self-Compassion (MSC) Program, which has been empirically shown to improve emotional regulation and resilience. Practical strategies, including mindfulness meditation, self-reflection journaling, and loving-kindness meditation, can be implemented in both group and individual counseling settings. Such approaches may enhance students' capacity to manage academic pressures more adaptively and reduce maladaptive self-critical tendencies, thereby strengthening overall well-being.

3.1.1 Assumption Testing

Table 5. Assumption Testing Results for Multiple Regression Analysis

Assumption	Indicator	Result	Interpretation
Normality	Kolmogorov-Smirnov Sig.	X1 = .084; X2 = .104; Y = .108	Normal distribution
Linearity	F test	X1-Y = 532.283 ($p < .001$); X2-Y = 289.117 ($p < .001$)	Linear relationship
Multicollinearity	Tolerance/VIF	.594 / 1.684	No multicollinearity

X¹ = Interpersonal Communication

X² = Self-compassion

Y = Well-being

Based on Table 5, the assumptions underlying multiple regression analysis were examined prior to model estimation, including normality, linearity, and multicollinearity. The results of the Kolmogorov-Smirnov test indicated that interpersonal communication ($p = .084$), self-compassion ($p = .104$), and well-being ($p = .108$) were normally distributed, as all significance values exceeded .05. Linearity testing revealed significant linear relationships between interpersonal communication and well-being ($F = 532.283$, $p < .001$) and between self-compassion and well-being ($F = 289.117$, $p < .001$). Furthermore, multicollinearity diagnostics indicated no evidence of multicollinearity, with tolerance values of .594 and VIF values of 1.684, both within the recommended thresholds. Collectively, these findings suggest that all assumptions required for multiple regression analysis were satisfactorily met.

3.1.2 Hypothesis Testing

Table 6. Hypothesis 1, Results of Simple Regression Analysis of Interpersonal Communication on Well-Being in Final Students at FIP UNP.

Variable	R	R Square	Beta (β)	t	F	Sig.	Note
X1- Y	.776	.603	.776	21.581	465.727	.000	Significant/Ho Accepted

Based on Table 6, the results of the simple regression analysis indicated that interpersonal communication significantly contributed to well-being among final-year students ($R = .776$, $R^2 = .603$, $p < .001$). The coefficient of determination showed that interpersonal communication explained 60.3% of the variance in well-being, while the remaining 39.7% was attributable to other factors not examined in this study. Furthermore, the regression coefficient was positive ($B = .913$, $t = 21.581$, $p < .001$), indicating that higher levels of interpersonal communication were associated with higher levels of well-being. Therefore, the first hypothesis was supported.

Table 7. Hypothesis 2, Results of Simple Regression Analysis of Self-Compassion on Well-Being in Final Students at FIP UNP

Variable	R	R Square	Beta (β)	t	F	Sig.	Note
X2- Y	.683	.466	.683	16.365	267.812	.000	Significant/Ho Accepted

As shown in Table 7, the results of simple regression analysis of self-compassion on well-being in final students at FIP UNP, self-compassion was found to significantly contribute to the well-being of final-year students ($R = 0.683$, $R^2 = 0.466$, $p < .05$). The coefficient of determination indicates that self-compassion explains 46.6% of the variance in well-being. This result suggests that higher levels of self-compassion are associated with higher levels of well-being among final-year students. Therefore, the second hypothesis, stating that self-compassion significantly contributes to the well-being of final-year students, was accepted.

Table 8. Hypothesis 3, Results of Multiple Regression Analysis of Interpersonal Communication and Self-Compassion on Well-Being in Final Students at FIP UNP

Variable	B	SE	β	t	Tolerance	VIF	Sig.	Note
constant	23.717	5.738	-	4.133	-	-	.000	
interpersonal communication	0.677	0.051	.575	13.190	.585	1.711	.000	Significant/Ho Accepted
Self-compassion	0.417	0.058	.312	7.144	.585	1.711	.000	

Model Statistics: $R = .812$, $R^2 = .660$, Adjusted $R^2 = .657$, $F(2,306) = 296.340$, $p < .001$.

Multiple regression analysis showed that interpersonal communication and self-compassion jointly contributed significantly to well-being among final-year students ($R = .812$, $R^2 = .660$, Adjusted $R^2 = .657$, $F(2,306) = 296.340$, $p < .001$). Together, both variables explained 66.0% of the variance in well-being, while the remaining 34.0% was attributable to factors not included in the model.

Both interpersonal communication and self-compassion were significant positive predictors of well-being. Interpersonal communication demonstrated a stronger contribution ($\beta = .575$, $t = 13.190$, $p < .001$) than self-compassion ($\beta = .312$, $t = 7.144$, $p < .001$). The positive regression coefficients indicate that increases in interpersonal communication and self-compassion were associated with higher levels of well-being among final-year students. Therefore, the third hypothesis was supported.

3.2 Discussion

The findings indicate that final-year students at the Faculty of Education, Universitas Negeri Padang (FIP UNP), generally demonstrated a high level of well-being. This result suggests that most students were able to maintain positive psychological functioning despite the academic demands associated with thesis completion and preparation for future careers. According to Seligman's (2011) PERMA model, well-being is reflected in the presence of positive emotions, engagement, positive relationships, meaning, and accomplishment. The high overall well-being score found in this study indicates that students generally experience satisfactory functioning across these dimensions. However, the positive emotion dimension obtained the lowest score among the PERMA components, suggesting that some students continue to experience stress, anxiety, and emotional exhaustion during the final stages of their academic journey. This finding is consistent with previous research showing that academic pressures and uncertainty regarding future employment can negatively affect students' emotional experiences and psychological adjustment (Huppert, 2009; Robotham & Julian, 2006).

The results further revealed that interpersonal communication was significantly associated with well-being and emerged as the strongest predictor among the variables examined. Interpersonal communication accounted for 60.3% of the variance in well-being, indicating that students who demonstrated greater openness, empathy, supportiveness, positivity, and equality in communication tended to report higher levels of well-being. This finding supports DeVito's (2011) interpersonal communication theory, which emphasizes that effective communication facilitates the development of meaningful social relationships and emotional support. Strong interpersonal relationships provide opportunities for students to share academic challenges, receive encouragement, and develop a sense of belonging, all of which contribute positively to psychological well-being. The findings are also consistent with the "need to belong" theory proposed by Baumeister and Leary (1995), which argues that the formation and maintenance of positive interpersonal relationships represent a fundamental human motivation closely linked to well-being.

The strong association between interpersonal communication and well-being can also be explained through the social support framework. Cohen and Wills (1985) proposed that social support functions as a protective factor that buffers individuals from the adverse effects of stress. Students who communicate effectively are more likely to access emotional, informational, and instrumental support from peers, lecturers, and family members. Such support may help them cope with academic demands more adaptively and maintain positive psychological functioning. Similarly, Kawachi and Berkman (2001) found that social connectedness and interpersonal relationships play a crucial role in promoting mental health and overall well-being. Therefore, effective interpersonal communication may serve as an important resource for final-year students facing academic and transitional challenges.

The findings also demonstrated that self-compassion was positively associated with well-being, explaining 46.6% of its variance. Students with higher levels of self-compassion tended to report better well-being, suggesting that the ability to respond to personal difficulties with kindness, mindfulness, and a sense of common humanity contributes to healthier psychological functioning. This result supports Neff's (2003) conceptualization of self-compassion as a positive psychological resource that enables individuals to manage setbacks and failures without excessive self-criticism. Final-year students frequently encounter obstacles during thesis completion, including delays, revisions, and uncertainty regarding graduation. Under such circumstances, self-compassion may help students maintain emotional balance and reduce the negative impact of academic stress.

The positive association between self-compassion and well-being is consistent with previous empirical studies. Barnard and Curry (2011) concluded that self-compassion is positively related to psychological health and adaptive coping. Likewise, Zessin et al. (2015), through a meta-analysis, found that self-compassion is significantly associated with greater well-being across diverse populations. Neff and Germer (2013) further reported that self-compassion promotes emotional resilience by encouraging individuals to acknowledge personal suffering without becoming overwhelmed by negative emotions. In the present study, the dimensions of self-judgment, isolation, and over-identification received relatively lower scores than other dimensions, suggesting that some students may still struggle with harsh self-evaluation and excessive emotional involvement when facing academic difficulties. These findings highlight the importance of strengthening self-compassion among final-year students.

When examined simultaneously, interpersonal communication and self-compassion explained 66.0% of the variance in well-being, indicating that both variables jointly contribute substantially to students' psychological functioning. The combined effect suggests that well-being is influenced by both interpersonal and intrapersonal resources. Interpersonal communication provides external resources through social relationships and support networks, whereas self-compassion serves as an internal psychological resource that promotes adaptive emotional regulation. This finding aligns with Fredrickson's (2001) broaden-and-build theory, which posits that positive psychological resources help individuals build enduring personal and social capacities that enhance well-being over time. Students who maintain supportive relationships while simultaneously treating themselves with kindness during difficult situations may be better equipped to cope with academic challenges and sustain higher levels of well-being.

These findings have important implications for guidance and counseling services in higher education. Universities may enhance student well-being by implementing programs that foster communication skills, emotional openness, empathy, and supportive peer interactions. In addition, self-compassion-based interventions, such as mindfulness training, reflective journaling, and self-compassion workshops, may help students develop healthier responses to academic stress and setbacks. By strengthening both interpersonal communication and self-compassion, higher education institutions can create a more supportive environment that promotes psychological well-being and academic success among final-year students.

4. CONCLUSION

Based on the findings, final-year students at the Faculty of Education, Universitas Negeri Padang generally demonstrated high levels of well-being, interpersonal communication, and self-compassion.

However, positive emotion remained comparatively lower than other dimensions of well-being, suggesting that emotional challenges may still be experienced during thesis completion. Interpersonal communication emerged as the strongest predictor of well-being, whereas the relatively lower scores on openness, isolation, self-judgment, and over-identification indicate areas that may warrant further attention. These findings suggest that interpersonal communication and self-compassion are important factors associated with well-being among final-year students.

The findings provide empirical evidence that may inform student support initiatives in higher education. Interpersonal communication and self-compassion may be considered important areas of focus when developing programs intended to support students' well-being. However, given the correlational nature of this study, the findings should not be interpreted as evidence of causal relationships or intervention effectiveness. Future research is recommended to employ longitudinal or experimental designs to further examine the causal relationships among interpersonal communication, self-compassion, and well-being. In addition, qualitative and mixed-method approaches may provide a deeper understanding of students' experiences during thesis completion. Expanding the study across multiple institutions would also enhance the generalizability of the findings.

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