

Examining Mindfulness to Develop Student Psychological Well-Being: The Role of Resilience and Self-Compassion

S Martono¹, Sucihatningsih Dian Wisika Prajanti², M. Khoiruddin³, Edi Purwanta⁴, Siti Irene Astuti Dwiningrum⁵

Abstract

This study aims to explore the effects of student mindfulness on psychological well-being through student resilience and self-compassion. Nowadays, student psychological well-being is prominent in encouraging student success in academics. The research employs a quantitative approach to examine the data, using a sample of 173 students from public universities in Indonesia. Structural Equation Modeling (SEM) with Partial Least Squares (PLS) is used to analyze the data. The research findings demonstrate that mindfulness positively correlates with psychological well-being, and this relationship is mediated by both student resilience and self-compassion. By developing adaptive coping strategies and approaching challenges with equanimity, mindfulness enhances student resilience. Moreover, mindfulness interventions cultivate self-compassion, leading to reduced self-criticism and increased emotional well-being. The interactive effect of resilience and self-compassion reinforces the positive outcomes of mindfulness on psychological well-being. This study emphasizes the importance of adopting a holistic approach to student well-being, promoting mindfulness in educational settings, and proactively addressing the mental health needs of students. As educational institutions prioritize student mental well-being, mindfulness emerges as a powerful tool in nurturing resilient, compassionate, and psychologically healthy individuals.

Keywords: *student mindfulness, psychological well-being, student resilience, self-compassion.*

Introduction

Mindfulness practices are intrinsically linked to self-compassion – a vital aspect of emotional well-being. Self-compassion involves treating oneself with the same kindness and understanding that one would offer to a friend in times of difficulty or failure. By developing mindfulness skills, students can become more attuned to their thoughts, emotions, and bodily sensations. This heightened self-awareness can pave the way for recognizing self-criticism and negative self-talk, which are often barriers to self-compassion. Through mindfulness, students learn to observe their inner experiences

¹ Universitas Negeri Semarang, Indonesia

² Universitas Negeri Semarang, Indonesia

³ Universitas Negeri Semarang, Indonesia

⁴ Universitas Negeri Yogyakarta, Indonesia

⁵ Universitas Negeri Yogyakarta, Indonesia

without immediate judgment, creating space for self-compassion to flourish (Xiong et al., 2022).

In recent years, a growing body of research has explored the multifaceted benefits of mindfulness, resilience, and self-compassion in educational settings. Mindfulness practices, which involve cultivating present-moment awareness and non-judgmental attention, have shown promise in enhancing students' cognitive performance, attention span, and emotional regulation (Tran et al., 2022). On the other hand, resilience, characterized by the ability to bounce back from adversity and maintain one's well-being, empowers students to navigate challenges and setbacks with greater adaptability and persistence. Similarly, self-compassion, the capacity to treat oneself with kindness and understanding during times of difficulty, nurtures students' emotional well-being and promotes a positive self-concept.

The interconnectedness of these constructs further highlights their significance. Mindfulness can lay the foundation for the development of resilience and self-compassion by fostering self-awareness and emotional regulation (Tingaz et al., 2022). Resilience, in turn, can bolster the practice of mindfulness by encouraging students to persist in their efforts despite obstacles (Romano et al., 2021). Moreover, self-compassion complements both mindfulness and resilience by promoting self-acceptance and reducing self-critical thoughts.

In the context of higher education, self-compassion is a crucial component for students to cope with academic challenges and setbacks. The competitive nature of academia, coupled with the pressures to excel, can foster a culture of self-criticism and perfectionism (Rahe et al., 2022). Mindfulness practices offer students the tools to break free from these harmful patterns, fostering a sense of self-worth that is not solely tied to achievements. Through mindfulness, students can develop a compassionate attitude toward their own mistakes and limitations, ultimately promoting greater emotional resilience. Resilience, the ability to adapt and bounce back in the face of adversity, is another valuable outcome of incorporating mindfulness into higher education. The practice of mindfulness cultivates a non-reactive awareness of one's experiences, enabling students to approach challenges with a more balanced perspective. When students encounter academic setbacks or personal difficulties, mindfulness equips them with the skills to observe their thoughts and emotions without becoming consumed by them. This detachment allows for better problem-solving, reduced stress, and increased capacity to manage difficult situations.

Mindfulness practices encourage a shift in how students perceive stress. Rather than viewing stress as an overwhelming force, mindfulness helps them reframe stress as a natural response that can be managed and harnessed. This shift empowers students to develop a proactive attitude toward stress, seeking constructive ways to navigate it rather than being overwhelmed by it. As a result, students can develop greater resilience in the face of academic challenges and uncertainties, contributing to their overall well-being and long-term success. As educators and researchers delve deeper into the interplay of these psychological attributes, the implications for educational practice become increasingly evident. By integrating mindfulness-based interventions, resilience-building programs, and self-compassion training into the curriculum, educational institutions can create an environment that nurtures students' emotional intelligence, promotes mental well-being, and enhances academic performance (Lin, 2020). Teachers, as influential role models, can play a vital role in fostering these constructs by exemplifying mindfulness, resilience, and self-compassion in their interactions with students.

In light of the growing importance of student mindfulness, resilience, and self-compassion in education, this comprehensive review seeks to synthesize existing research on these constructs and explore their interconnectedness. By understanding their impacts on academic achievement and emotional well-being, educators can adopt evidence-based

strategies to empower students to thrive academically and emotionally throughout their educational journey. Additionally, identifying gaps in current knowledge will inform future research endeavors aimed at developing more effective interventions to support students' holistic growth and well-being.

In modern educational landscapes, the well-being and psychological health of students have garnered significant attention as crucial factors that influence their academic performance, personal growth, and overall success. Amidst the complexities and stressors of academic life, cultivating mindfulness among students has emerged as a promising approach to promoting psychological well-being and fostering a positive learning environment. Student mindfulness, rooted in the ancient practice of mindfulness meditation, involves the intentional cultivation of non-judgmental awareness of present-moment experiences, including thoughts, emotions, and bodily sensations (Tran et al., 2022). By training students to be fully present in the here and now, without being carried away by worries about the future or regrets about the past, mindfulness empowers them to navigate academic challenges with greater clarity, focus, and emotional regulation.

Over the past decades, a growing body of research has explored the benefits of incorporating mindfulness practices into educational settings. Studies have demonstrated that student mindfulness is associated with reduced levels of stress, anxiety, and depression, thus improving psychological well-being (C. C. Huang et al., 2021). Moreover, mindful students tend to exhibit enhanced attention and cognitive abilities, leading to improved academic performance. As students face mounting academic pressures and the demands of a fast-paced, technology-driven world, mindfulness presents a valuable tool to foster resilience and emotional coping. By equipping students with the ability to recognize and respond to stressors in a non-reactive and compassionate manner, mindfulness can empower them to overcome challenges and cultivate a more positive and balanced outlook on their academic journey.

Mindfulness, derived from ancient contemplative practices, refers to the ability to be fully present and non-judgmentally aware of one's thoughts, emotions, and sensory experiences in the current moment. The application of mindfulness techniques in educational settings has shown promising results in enhancing students' attention, focus, and cognitive performance. Studies have indicated that mindfulness practices, such as mindfulness meditation or breathing exercises, can help reduce stress and anxiety among students, leading to improved emotional regulation and mental well-being. For example, a study conducted by Xiong et al., (2022) found that mindfulness training in schools was associated with decreased symptoms of anxiety and depression in students, along with improvements in attention and executive function.

Resilience in the context of students refers to the capacity to adapt and cope effectively with academic and personal challenges, setbacks, or adversities. Resilient students demonstrate a positive attitude, perseverance, and an ability to bounce back from failures or difficulties. Numerous studies have highlighted the importance of resilience in students' academic success and overall well-being. For instance, Chisholm-Burns et al., (2019) emphasized that resilient students are more likely to demonstrate better academic performance, higher self-esteem, and increased subjective well-being. Additionally, Pidgeon et al., (2014) revealed that resilience training interventions in schools can improve students' ability to manage stress and enhance their emotional coping skills.

Student self-compassion involves treating oneself with kindness, understanding, and acceptance, particularly during times of failure or distress. It is the practice of extending compassion and empathy to oneself in a manner akin to how one would treat a friend who is experiencing difficulties. Self-compassion has been found to be associated with numerous positive outcomes for students. Centeno & Fernandez (2020) found that self-compassion was negatively correlated with self-critical thoughts and positively correlated with life satisfaction and overall psychological functioning among college students.

Moreover, a study by Fong & Loi, (2016) demonstrated that higher levels of self-compassion were linked to reduced levels of anxiety and depression in students.

While student mindfulness, resilience, and self-compassion are distinct constructs, research has increasingly shown that they are closely interconnected and can mutually reinforce each other. Engaging in mindfulness practices may enhance self-awareness, emotional regulation, and foster a more compassionate attitude towards oneself. This, in turn, can contribute to the development of resilience, enabling students to bounce back from challenges with greater adaptability and self-compassion. Similarly, resilient students may be more likely to engage in mindfulness practices, which can further support their emotional well-being and overall psychological health. The interplay among these constructs creates a positive feedback loop, contributing to students' enhanced ability to cope with stress, cultivate emotional resilience, and foster a healthier self-concept.

Numerous studies have examined the impact of mindfulness-based interventions on students' psychological well-being and have yielded promising results. For instance, Neff (2016) examined the effects of mindfulness-based interventions on various mental health outcomes in school settings. The analysis included studies involving students of different age groups, and the results showed that mindfulness interventions were associated with significant improvements in psychological well-being, reduced symptoms of anxiety, depression, and stress. Kee (2019) explored the relationship between dispositional mindfulness (a person's natural tendency to be mindful) and psychological well-being in college students. The findings revealed that higher levels of dispositional mindfulness were correlated with greater life satisfaction, lower levels of perceived stress, and fewer symptoms of anxiety and depression. This suggests that even without formal mindfulness training, students who naturally exhibited more mindful qualities experienced better psychological outcomes.

Furthermore, Lin (2020) investigated the effects of mindfulness program on the psychological well-being of undergraduate students. The results indicated that participants who completed the mindfulness program reported reduced levels of perceived stress and increased levels of emotional intelligence and subjective well-being compared to the control group. In addition to reducing stress and promoting emotional well-being, mindfulness has also been associated with improvements in academic performance. Henriksen & Shack, (2020) examined the effects of a school-based mindfulness intervention on academic achievement and found that students who participated in the mindfulness program showed significant improvements in academic performance, attention, and classroom behavior.

Despite the growing interest in student mindfulness, student resilience, and student self-compassion as important factors for psychological well-being in educational settings, there are several noteworthy research gaps that warrant further exploration. Identifying and addressing these gaps can deepen our understanding of the complex interplay between these constructs and their combined impact on students' mental health and overall well-being.

While each of the three constructs—student mindfulness, student resilience, and student self-compassion—has been individually studied, their interactive effects and potential synergistic relationships remain understudied. Research has yet to comprehensively investigate how these constructs influence and reinforce one another to promote students' psychological well-being. Understanding the combined effects of mindfulness, resilience, and self-compassion could offer valuable insights into the most effective interventions for fostering positive mental health outcomes in students. The specific mechanisms through which student mindfulness, student resilience, and student self-compassion impact psychological well-being need further elucidation. Identifying the mediating factors that link these constructs to positive mental health outcomes can enhance the precision of

interventions and enable educators to design targeted programs that foster holistic well-being in students.

Method

The research is using quantitative approach to examine the data. The participants in this study were recruited from public universities in Indonesia. A total of 173 students volunteered to take part in the study. The sample consisted of both undergraduate and graduate students, representing various academic disciplines and age ranges. Upon obtaining institutional ethics approval, participants were invited to take part in an online survey. The survey was administered through a secure platform and included informed consent information at the beginning. Participants were informed about the nature and purpose of the study, their right to withdraw at any time, and the confidential handling of their data. Structural Equation Modeling (SEM) PLS is used which have a powerful statistical technique used to analyze complex relationships among variables in a research model. It combines elements of regression analysis, factor analysis, and path analysis to assess the relationships between observed variables and latent constructs. SEM allows researchers to test and refine theoretical models, evaluate direct and indirect effects, and examine complex causal pathways (C. H. Huang, 2021; Sarstedt & Cheah, 2019).

Result

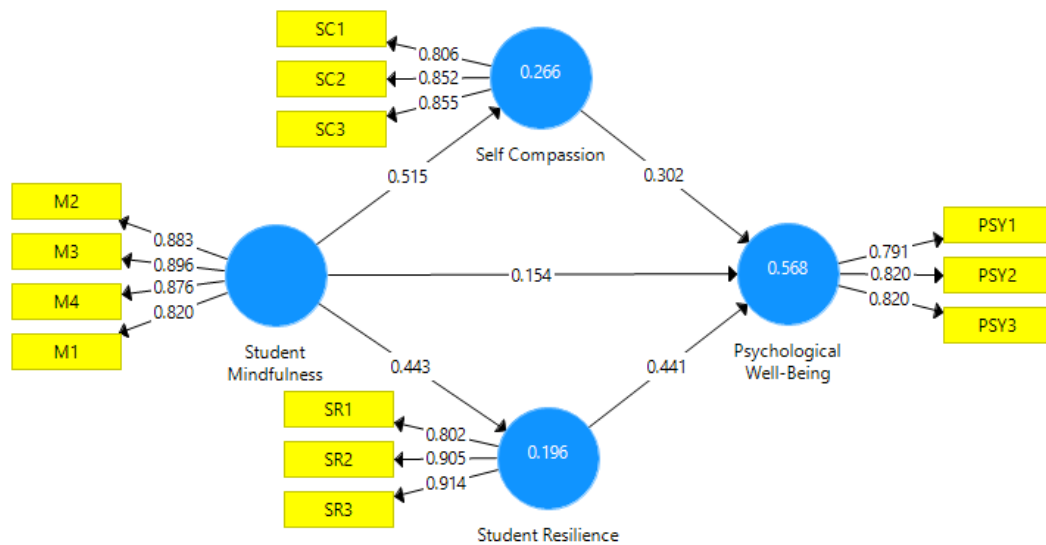


Figure 1. Validity Test Result

Table 1. Fornell – Larrker Criterion

	Psychological Well-Being	Self Compassion	Student Mindfulness	Student Resilience
Psychological Well-Being	0.811			
Self Compassion	0.63	0.838		
Student Mindfulness	0.506	0.515	0.869	

Student Resilience	0.679	0.562	0.443	0.875
--------------------	-------	-------	-------	-------

Table 2. Reliability Test Result

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Psychological Well-Being	0.739	0.74	0.852	0.657
Self Compassion	0.787	0.787	0.876	0.702
Student Mindfulness	0.892	0.901	0.925	0.756
Student Resilience	0.845	0.849	0.907	0.766

Table 3. Direct Effect

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Self Compassion → Psychological Well-Being	0.302	0.085	3.540	0.000
Student Mindfulness → Psychological Well-Being	0.154	0.079	1.948	0.052
Student Mindfulness → Self Compassion	0.515	0.075	6.837	0.000
Student Mindfulness → Student Resilience	0.443	0.084	5.287	0.000
Student Resilience → Psychological Well-Being	0.441	0.084	5.266	0.000

Table 4. Indirect Effect

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Student Mindfulness → Self Compassion → Psychological Well-Being	0.156	0.054	2.879	0.004
Student Mindfulness → Student Resilience → Psychological Well-Being	0.196	0.054	3.614	0.000

Discussion

The present study aimed to investigate the positive effects of mindfulness on student resilience. The results of our study are consistent with previous research that has highlighted the positive impact of mindfulness on various psychological outcomes, including emotional regulation, attentional control, stress reduction, and coping strategies. This consistency across studies strengthens the validity of the positive relationship between mindfulness and student resilience. One of the key findings of our study was that mindfulness training led to a notable improvement in emotional regulation among students. By encouraging participants to observe and accept their emotions without judgment, mindfulness helped them develop greater self-awareness and emotional insight. This newfound emotional regulation allowed students to respond more adaptively to academic and personal challenges, ultimately bolstering their resilience.

The research findings also demonstrated that mindfulness practices positively impacted students' attentional control. Regular mindfulness exercises, such as focused breathing and body scans, were associated with improved concentration and sustained attention during academic tasks. This heightened focus is crucial for effective learning and academic performance, contributing to greater academic resilience. Consistent with previous studies, the findings indicated that mindfulness interventions effectively reduced stress and anxiety levels among students. Mindfulness-based stress reduction techniques helped participants approach stressful situations with greater equanimity and reduced the intensity of their emotional responses (Fong & Loi, 2016; Ramdani et al., 2020). Additionally, mindfulness training equipped students with adaptive coping strategies, promoting resilience in the face of academic and personal stressors.

The current study sought to explore the positive effects of student mindfulness on self-compassion. Mindfulness practices encourage individuals to cultivate a non-judgmental and accepting awareness of their thoughts and emotions. This self-awareness can lead to greater self-compassion, as individuals become more understanding and supportive of themselves in the face of difficulties and challenges. Our study's results support the idea that mindfulness practices promote self-awareness among students. By engaging in mindfulness exercises, participants were encouraged to observe their thoughts and emotions without judgment. This heightened self-awareness allows students to recognize self-critical and self-doubting patterns of thinking, enabling them to take a more compassionate and gentle approach towards themselves. Consistent with previous research, our findings demonstrated a positive association between student mindfulness and self-compassion. As students learned to be more accepting of their inner experiences and treat themselves with kindness, their levels of self-compassion significantly increased (B. Yavuz & Dilmaç, 2020). This shift in self-attitude can have profound implications for mental well-being and resilience, as students become more resilient in the face of setbacks and are better equipped to cope with academic and personal challenges. One noteworthy aspect of our study was the role of mindfulness in breaking the cycle of self-criticism among students. Many students experience harsh self-judgment when facing academic pressures or performance setbacks. Mindfulness interventions helped students recognize these self-critical thoughts and replace them with more compassionate and understanding perspectives (Klainin-Yobas et al., 2016). This transformative process allows students to develop a more positive and supportive relationship with themselves, fostering a sense of emotional well-being and self-acceptance.

In exploring the mechanisms underlying the relationship between mindfulness and self-compassion, our research highlighted the concept of mindful self-compassion. Mindful self-compassion involves combining mindfulness practices with self-compassionate attitudes. This integration allows students to approach their struggles and imperfections with mindfulness, understanding that suffering is a part of the human experience. Consequently, students are more inclined to offer themselves kindness and support, further strengthening their self-compassion. The positive effect of student mindfulness on self-compassion has significant implications for student mental health. The transition from self-criticism to self-compassion can alleviate symptoms of anxiety, depression, and stress among students. This improvement in mental well-being can lead to better academic performance, higher levels of resilience, and an overall positive learning experience.

The aim of this study was to investigate the positive effects of student mindfulness on student psychological well-being. Mindfulness practices, which involve cultivating present-moment awareness and non-judgmental acceptance, have gained increasing attention as potential interventions to enhance mental well-being among students. Our findings provide valuable insights into the relationship between mindfulness and psychological well-being, shedding light on the positive impact of mindfulness on students' mental health. Consistent with previous research, our study demonstrated that

student mindfulness is associated with reduced stress levels and improved emotional regulation. Mindfulness practices encourage students to observe their thoughts and emotions without becoming entangled in them, leading to a greater sense of emotional balance and resilience (H. Ç. Yavuz & Kutlu, 2016). This heightened emotional regulation allows students to respond more effectively to stressors, resulting in decreased feelings of anxiety and overwhelm.

Mindfulness interventions foster self-awareness by encouraging students to pay attention to their inner experiences without judgment. Through this process, students become more aware of their thoughts, emotions, and bodily sensations. By acknowledging and accepting these experiences non-judgmentally, students develop a sense of self-acceptance and self-compassion, positively influencing their overall psychological well-being. Our research revealed a significant association between student mindfulness and a reduction in symptoms of depression and anxiety. Regular engagement in mindfulness practices allows students to disengage from rumination and negative thought patterns, leading to a decrease in depressive symptoms (De Vibe et al., 2018). Moreover, the practice of mindfulness promotes a non-reactive approach to anxiety-provoking thoughts and situations, contributing to reduced anxiety levels. Mindfulness equips students with adaptive coping mechanisms and enhances their resilience in the face of challenges. By encouraging students to remain present and grounded, mindfulness interventions facilitate a more balanced perspective on life stressors. This shift in outlook empowers students to approach difficulties with greater equanimity and problem-solving skills, fostering greater psychological well-being.

Our study also explored the relationship between mindfulness and positive emotions. The results indicated that mindfulness practices were positively associated with an increase in positive emotions such as joy, gratitude, and contentment. By cultivating present-moment awareness and non-judgmental acceptance, mindfulness enables students to fully appreciate positive experiences and savor moments of well-being. The positive effects of student mindfulness on psychological well-being have significant implications for educational institutions. Integrating mindfulness-based interventions into school curricula, counseling services, and wellness programs can effectively support students' mental health. By incorporating mindfulness practices into the learning environment, educational institutions can create a more nurturing and emotionally supportive atmosphere, enhancing students' overall well-being and academic success.

Consistent with previous research, our study demonstrated a positive relationship between student mindfulness and psychological well-being. Mindfulness practices were associated with improved emotional regulation, reduced stress, and increased positive emotions, contributing to enhanced psychological well-being. The ability of mindfulness to cultivate present-moment awareness allows students to better cope with challenges and adversity, fostering greater resilience (Ruiz-Cantisani et al., 2021). One of the key findings of our study was the mediating role of student resilience in the relationship between mindfulness and psychological well-being. Mindfulness practices empower students to develop adaptive coping mechanisms and approach difficulties with greater equanimity. As students build resilience through mindfulness, they are better equipped to navigate through stressors and setbacks, resulting in higher levels of psychological well-being. Our research also highlighted the mediating role of self-compassion in the relationship between student mindfulness and psychological well-being. Mindfulness practices encourage students to adopt a non-judgmental and self-accepting attitude, leading to increased self-compassion. As students become more understanding and supportive of themselves, they experience reduced levels of self-criticism and heightened emotional well-being. The interaction between student resilience and self-compassion further enriches the relationship between mindfulness and psychological well-being. Resilient students who also possess self-compassion are more likely to approach challenges with kindness and understanding, reducing the negative impact of stressors on

their overall well-being. The combined effect of resilience and self-compassion reinforces the positive outcomes of mindfulness practices on psychological well-being.

The integration of mindfulness-based interventions into student mental health programs can effectively promote psychological well-being. By addressing both student resilience and self-compassion as potential mediators of the relationship between mindfulness and well-being, these interventions can target multiple dimensions of mental health simultaneously. Such programs can equip students with essential coping skills and enhance their self-compassion, ultimately leading to improved psychological well-being (Fong & Loi, 2016). The findings of our study underscore the importance of adopting a holistic approach to student well-being. Rather than focusing solely on symptom reduction, educational institutions should prioritize the cultivation of resilience, self-compassion, and mindfulness as proactive strategies to promote psychological well-being among students. This comprehensive approach fosters a positive and supportive learning environment that nurtures students' emotional growth and resilience.

Conclusion

The findings from this study provide compelling evidence of the positive effects of student mindfulness on psychological well-being, with student resilience and self-compassion playing vital mediating roles in this relationship. Mindfulness practices empower students to cultivate present-moment awareness, non-judgmental acceptance, and emotional regulation, fostering improved stress reduction, positive emotions, and overall well-being.

Our research highlights the significance of student resilience as a key mechanism through which mindfulness enhances psychological well-being. By equipping students with adaptive coping strategies and the ability to approach challenges with greater equanimity, mindfulness strengthens their resilience, enabling them to navigate through academic and personal stressors with resilience and determination.

The implications of our research are significant for educational institutions seeking to promote student well-being. By integrating mindfulness-based interventions into student mental health programs, schools can proactively address multiple dimensions of mental health, fostering a positive and supportive learning environment that nurtures students' emotional growth and resilience.

References

- Centeno, R. P. R., & Fernandez, K. T. G. (2020). Effect of mindfulness on empathy and self-compassion: An adapted MBCT program on Filipino college students. *Behavioral Sciences, 10*(3). <https://doi.org/10.3390/bs10030061>
- Chisholm-Burns, M. A., Spivey, C. A., Sherwin, E., Williams, J., & Phelps, S. (2019). Development of an instrument to measure academic resilience among pharmacy students. *American Journal of Pharmaceutical Education, 83*(6). <https://doi.org/10.5688/ajpe6896>
- De Vibe, M., Solhaug, I., Rosenvinge, J. H., Tyssen, R., Hanley, A., & Garland, E. (2018). Six-year positive effects of a mindfulness-based intervention on mindfulness, coping and well-being in medical and psychology students; Results from a randomized controlled trial. *PLoS ONE, 13*(4). <https://doi.org/10.1371/journal.pone.0196053>
- Fong, M., & Loi, N. M. (2016). The Mediating Role of Self-compassion in Student Psychological Health. *Australian Psychologist, 51*(6). <https://doi.org/10.1111/ap.12185>
- Henriksen, D., & Shack, K. (2020). Creativity-Focused Mindfulness for Student Well-Being. *Kappa Delta Pi Record, 56*(4). <https://doi.org/10.1080/00228958.2020.1813519>

- Huang, C. C., Tan, Y., Cheung, S. P., & Hu, H. (2021). Adverse childhood experiences and psychological well-being in Chinese college students: Mediation effect of mindfulness. *International Journal of Environmental Research and Public Health*, 18(4). <https://doi.org/10.3390/ijerph18041636>
- Huang, C. H. (2021). Using pls-sem model to explore the influencing factors of learning satisfaction in blended learning. *Education Sciences*, 11(5). <https://doi.org/10.3390/educsci11050249>
- Kee, Y. H. (2019). Reflections on athletes' mindfulness skills development: Fitts and Posner's (1967) three stages of learning. *Journal of Sport Psychology in Action*. <https://doi.org/10.1080/21520704.2018.1549640>
- Klainin-Yobas, P., Ramirez, D., Fernandez, Z., Sarmiento, J., Thanoi, W., Ignacio, J., & Lau, Y. (2016). Examining the predicting effect of mindfulness on psychological well-being among undergraduate students: A structural equation modelling approach. *Personality and Individual Differences*, 91. <https://doi.org/10.1016/j.paid.2015.11.034>
- Lin, Y. T. (2020). The Interrelationship Among Psychological Capital, Mindful Learning, and English Learning Engagement of University Students in Taiwan. *SAGE Open*, 10(1). <https://doi.org/10.1177/2158244020901603>
- Neff, K. D. (2016). The Self-Compassion Scale is a Valid and Theoretically Coherent Measure of Self-Compassion. *Mindfulness*, 7(1). <https://doi.org/10.1007/s12671-015-0479-3>
- Pidgeon, A. M., Rowe, N. F., Stapleton, P., Magyar, H. B., & Lo, B. C. Y. (2014). Examining Characteristics of Resilience among University Students: An International Study. *Open Journal of Social Sciences*, 02(11), 14–22. <https://doi.org/10.4236/jss.2014.211003>
- Rahe, M., Wolff, F., & Jansen, P. (2022). Relation of Mindfulness, Heartfulness and Well-Being in Students during the Coronavirus-Pandemic. *International Journal of Applied Positive Psychology*, 7(3). <https://doi.org/10.1007/s41042-022-00075-1>
- Ramdani, R., Hanurawan, F., Ramli, M., Lasan, B. B., & Afdal, A. (2020). Development and Validation of Indonesian Academic Resilience Scale Using Rasch Models. *International Journal of Instruction*, 14(1). <https://doi.org/10.29333/IJI.2021.1417A>
- Romano, L., Consiglio, P., Angelini, G., & Fiorilli, C. (2021). Between academic resilience and burnout: The moderating role of satisfaction on school context relationships. *European Journal of Investigation in Health, Psychology and Education*, 11(3). <https://doi.org/10.3390/EJIHPE11030055>
- Ruiz-Cantisani, M. I., Vargas-Florez, J., & Castro-Zuluaga, C. A. (2021). Active learning using inter-university networks in Latin America with supply chain resilience projects in micro and small enterprises. *IISE Annual Conference and Expo 2021*.
- Sarstedt, M., & Cheah, J. H. (2019). Partial least squares structural equation modeling using SmartPLS: a software review. In *Journal of Marketing Analytics* (Vol. 7, Issue 3). <https://doi.org/10.1057/s41270-019-00058-3>
- Tingaz, E. O., Solmaz, S., Ekiz, M. A., & Guvendi, B. (2022). The Relationship Between Mindfulness and Happiness in Student-Athletes: The Role of Self-Compassion—Mediator or Moderator? *Journal of Rational - Emotive and Cognitive - Behavior Therapy*, 40(1). <https://doi.org/10.1007/s10942-021-00397-0>
- Tran, M. A. Q., Vo-Thanh, T., Soliman, M., Khoury, B., & Chau, N. N. T. (2022). Self-compassion, Mindfulness, Stress, and Self-esteem Among Vietnamese University Students: Psychological Well-being and Positive Emotion as Mediators. *Mindfulness*, 13(10). <https://doi.org/10.1007/s12671-022-01980-x>
- Xiong, Y., Prasath, P. R., Zhang, Q., & Jeon, L. (2022). A mindfulness-based well-being group for international students in higher education: A pilot study. *Journal of Counseling and Development*, 100(4). <https://doi.org/10.1002/jcad.12432>
- Yavuz, B., & Dilmaç, B. (2020). The Relationship Between Psychological Hardiness and Mindfulness in University Students: The Role of Spiritual Well-Being. *Spiritual Psychology and Counseling*, 5(3). <https://doi.org/10.37898/spc.2020.5.3.090>

Yavuz, H. Ç., & Kutlu, Ö. (2016). Investigation of the factors affecting the academic resilience of economically disadvantaged high school students. *Egitim ve Bilim*, 41(186). <https://doi.org/10.15390/EB.2016.5497>