Influence of Social Support and Self-Compassion on Student Happiness in the Pandemic Period

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Abstract: This study aimed to analyze the impact of social support and self-compassion on students' happiness during a pandemic. This study used a quantitative approach with multiple regression analysis. The sample was taken using the non-probability sampling method (purposive sampling), consisting of 213 students living in JABODETABEK. The scales used to measure the variables in this study are the Orientation to Happiness Scale, the Personal Support Evaluation List (ISEL), and the Indonesian version of the Self-Empathy Scale (SWD). Based on the results of this study, social support, and self-compassion influence happiness by 27.4%. In addition, based on the results of this study of seven variables, four significantly impact happiness, namely evaluation of support, concrete support, self-kindness, and common humanity. This research contributed to the Positive Psychology field and gave parents and teachers feedback on supporting student happiness.

Introduction

The Covid-19 pandemic has significantly impacted life today; many aspects of life must change to prevent transmission, including the world of education. The learning process in higher education is one level of education that also requires online learning. Rules regarding online learning in tertiary learning during the Covid-19 pandemic are regulated in the Minister of Education and Culture letter No.46962/MPK.A/HK/2020 and the Minister of Education and Culture circular letter No.1 of 2021 concerning online learning and working from home in the context of preventing the spread of Covid-19 in tertiary institutions (Kemendikbud, 2020; Puslitjakdikbud; 2020). In this regard, online learning can be done via Zoom, Google Meet, WhatsApp groups, and university websites, depending on the policies of each tertiary institution.

Changes in learning activities make students have to adapt to many things, including mastery of several technologies, availability of adequate networks to take classes, understanding learning material from home, limitations in finding reading resources for courses and assignments, being ready to receive information about assignments at any time of the day, and limited interaction with college friends for group work or just discussions about lessons or other matters. It is a challenge that must be faced by students who can be a source of stress during a pandemic so that it can affect the happiness of these students (Kurniawan, 2016). In addition, happiness is a condition when individuals can adapt well, so if they cannot adapt properly, it will impact individuals (Sutatminingsih and Zaina, 2020). Therefore, happiness is what every human wants in his life, so many surveys have been conducted to find out what can be done to have happiness.

According to a survey conducted in 2020 by Walls in 12 countries (including Indonesia), 69% of respondents acknowledged that there had been changes in the perspective of happiness itself, more than 50% of respondents realized the importance of relationships between people, 70% of respondents felt that it is easier to ask others for help, 69% are more proactive in assisting others, 71% strengthen friendship during a pandemic, and 74% return to communicating with friends and family who have not communicated for a long time (click green, 2021). According to the Covid-19 Student Impact Survey Result survey results from McGill, which was conducted in 2020, students showed a percentage of wanting help to stay motivated by 73% (McGill, 2020).

Based on news articles from the BPS (Central Statistics Agency) survey results, it is explained that 10 provinces are included in the province with the lowest happiness in the Republic of Indonesia in 2021, but here the author only mentions three, including Jakarta (70.68), Banten (69.8), and West Java (70.23) (Dewi, 2022; Fadhil, 2021). The province with the lowest happiness index is Banten. Happiness in Indonesia is indeed the lowest, but the figure is high compared to other countries. What makes this research interesting is that even though this number is high, the happiness of Indonesians has decreased from the previous year, and this decrease could be due to the pandemic or other causes. Therefore, there are also several indicators of happiness described in several surveys conducted in Indonesia, namely family harmony, availability of free time, social relations, environmental conditions, safe conditions, feelings of pleasure, feelings of anxiety, and feelings of not being depressed (jpnn, 2022; msn, 2022).

The signs of a happy person in Psychology Today by Lyubomirsky (2008) are practicing self-care, often being grateful, being happy for others, living with meaning and purpose, not being jealous, not holding grudges, not worrying about yesterday and tomorrow, and so on. Researchers get news articles about student opinions about online lectures from kompasiana.com. a Fisipol International Relations student with the initials "N" said:

> "Online lectures like this are the right alternative in situations like this if they are handled properly. It becomes a heavier burden on students like learning, that should be used as an alternative. In my opinion, lecturers give assignments so that students do not go out and stay at home to reduce this cycle of transmission of Covid-19. However, this kind of workload affects the psyche and the body's condition," complained the student.

A large workload on students during a pandemic can cause students to become stressed and result in decreased student health, which can reduce student happiness. The explanation of the research results also states that learning assignments are one of the causes of stress in students, so students are less happy (Ramadhani, Aprida, Harlin, Fadhlurohman, and Adriansyah, 2021; PH, Mubin, and Basthomi, 2020). In an article and journal, it is stated that many studies explain that happiness can improve physical and mental health, and it is also associated with the explanation that happiness is also related to longer life and quality of life, higher welfare, and increased creativity (Inam et. al., 2021; Kashdan and Diener, 2020).

Individual happiness, including students, is beneficial for mental and physical health, creativity, better self-motivation, and adaptation or adjustment to changes that occur in a productive in society (Inam, et al., 2021), related to student happiness can help adjust (adapting), having more creative ideas, and being able to motivate oneself in going through lectures by understanding things that can affect one's happiness (Ramadhani, Aprida, Harlin, Fadhlurohman, and Adriansyah, 2021). Therefore, happy individuals will be able to face life's challenges, empathize, and accept and face reality.

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Seligman (2002) explains that happiness is a concept that refers to positive emotions felt by individuals as well as positive positive activities (such as absorption and engagement) that do not have a negative feeling component. Several factors affect happiness, namely genetics, personality, education, marital status, family, socioeconomic status, exposure to stress, use of time, activities, and social relationships (Steptoe, 2019). Seligman's theory of happiness (2002) divides happiness into three dimensions, namely pleasurable life, meaningful life, and engaged life.

Factors that affect happiness externally used in this study are social support obtained from individual social relationships. Jaafar in (Adriani Y., 2018) explains that several sources of Indonesian happiness include family, social relations, and self-fulfillment. Happiness can arise when individuals spend time with friends, exchange ideas, chat, and have fun (Lana and Indrawati, 2021). According to House (Lakey and Cohen, 2000), social support is a helping action that involves emotion, information provision, real or instrumental assistance, and positive assessment of individuals in dealing with their problems. Directly or indirectly, social support can help increase happiness in late adolescence through emotional, instrumental, information, appreciation, and social networks (Suralaga and Rohmah, 2021; Sarafino, 2011). It is also supported by research on South Korean students, which explains that social support is an important predictor of adolescent and early adult happiness and receiving support from the closest social circle (friends and family) will reduce depressive symptoms (negative affect) and greater happiness (Bum and Jeon, 2016). Research by May et.al. (2021) from Malaysia also supports the explanation that social support helps individuals reduce stress. In contrast, individuals also reduce negative thoughts and behaviors after sharing stories, and getting social support helps increase happiness. As explained also by several Twitter users who are students, they feel happy and happy with the support from their parents and friends, who can be a source of support for them.

Social support is the support given by others to individuals who can buffer potential disturbances caused by stressful situations and is a predictor of happiness. The presence of social support can help buffer the disruptive potential caused by stressful situations (Lakey and Cohen, 2000; Cohen and Wills, 1985). Lakey and Orehek (cited by Mei, Ni, Sivaguru, and Cong, 2021) explained that social support can support individual happiness because providing it can help reduce their negative thoughts and actions after sharing and getting support through social interactions. Increased happiness and positive effects, namely in the form of joy and joy obtained from the support of others.

Fourth, tangible support aims to see support in materials, services, assistance, medicines, or goods. Material support is felt in the form of money and tangible assistance in the form of goods (medicines and equipment). In short, tangible support measures the availability of assistance from other people, which can be in the form of materials or services, goods, and assistance.

According to the Muhammadiyah news source, during a pandemic, apart from externally, some things can be done internally so that we can survive the pandemic and

prepare for the post-pandemic period, namely self-acceptance, forgiveness, and positive thinking (Khoiryasdien, 2021). One of the psychological variables that can describe this is called self-compassion. Self-compassion is directly related to psychological strength, one of which is happiness (Neff, 2016; 2007). His research revealed that greater involvement in self-compassion positively impacts happiness (Nguyen and Le, 2021; Khumas and Halima, 2020; Wollast, et al., 2019; Neff, 2016). Self-compassion increases happiness by helping to increase the self-soothing system that exists in individuals so that it is connected to feelings of safety and oxytocin and deactivates the threat system associated with feelings of insecurity and the limbic system (Nguyen and Le, 2021). That is, self-compassion helps influence happiness by increasing feelings of security in individuals and making individuals more able to deal with unwanted things more positively and effectively.

Before discussing more deeply about self-compassion, it is necessary to know the meaning and significance of these variables. According to Fazrina (2019), self-compassion is an individual attitude that can accept their situation so that they can be compassionate with themselves even in unpleasant situations and can cause individuals to be happy. In addition, self-compassion helps reduce negative thoughts or emotions in oneself (limiting negative thinking time), gain calm with meditation and breathing exercises, and accept imperfection and recognize one's achievements (Putri, 2021). Based on the explanation above, self-compassion is an individual attitude towards one's shortcomings and unpleasant things with a good attitude and giving oneself warmth to accept whatever one is facing.

Self-compassion is also a form of positive self-acceptance which consists of self-kindness, common humanity, and mindfulness. Self-acceptance is carried out positively to avoid or reduce the negative consequences in individuals (such as self-judgment, isolation, and over-identification (Neff, 2003). Self-compassion is directly related to psychological strength, namely happiness (Hollis-Walker and Colosimo, 2011; Neff et al. 2007). Self-compassion has been found to help students adjust to college life (Neff and Davidson, 2016). Self-compassion is also defined as the ability to accept oneself well or to show kindness towards oneself when suffering (Wollast, et al., 2019).

Third, mindfulness is the individual's ability to deal with painful thoughts and feelings with awareness and without overly reflecting on negative things (Neff K., 2003a). Mindfulness involves being aware of current experiences in a clear and balanced way so that individuals do not ignore or ponder unfavorable aspects of themselves or their lives (Neff and Davidson, 2016). Mindfulness is an individual's ability to deal with painful feelings and thoughts with awareness and not exaggerate or ignore the emotional pain (painful feelings and thoughts) that is felt.

Based on the explanation above, this study aims to know how much influence social support and self-compassion can have on individual happiness because, during this pandemic, many changes have occurred and require adjustments for everyone, including students, regarding learning. It is essential to research this topic because, currently, the whole world, including Indonesia, is also being faced with a pandemic that is happening, so there is a possibility that there will also be changes in the happiness of students and individuals before and after the pandemic so that individuals need adaptation to these changes.

Research Method
This study used a quantitative research method with a non-probability sampling technique. This research had a sample of 213 (152 female and 61 male) students who live in JABODETABEK, aged 18 to 25 years, and are actively studying at the D4/S1 level. The

results of the data distribution showed that the respondents came from 23 private universities and 12 state universities.

There were three measuring instruments used in this study, namely the Orientation to Happiness Scale, the Interpersonal Support Evaluation List (ISEL), and the Indonesian version of the Self-Compassion Scale, known as the Self-Compassion Scale (SWD). The measuring tool for happiness in this study used the Orientation to Happiness Scale developed by Peterson, Seligman, and friends in 2005 based on Seligman's theory and concept of happiness (2002). Several studies have used this measuring instrument to measure happiness (Ramadhani et al., 2021; Adriani Y., 2019; Proyer et al., 2012). Furthermore, the measuring tool for social support in this study uses the Interpersonal Support Evaluation List (ISEL) developed by Cohen and Hoberman (1983), which explains that four forms of social support can support individuals so they can become happier, namely appraisal support, belonging support, tangible support, and self-esteem support. Finally, the measuring instrument used to measure self-compassion is the Indonesian version of the Self-Compassion Scale, or the Self-Compassion Scale, which measures self-compassion based on three components of self-compassion: self-kindness, common humanity, and mindfulness. Each measuring instrument used has a different number of items: the happiness scale has 18 items, the social support scale has a total of 40 items consisting of 4 dimensions with 10 items per dimension, and self-compassion has a total of 26 items with self-kindness totaled 10 items, and common humanity and mindfulness each amounted to 8 items. In data analysis, the researcher tested the research hypothesis using multiple analysis techniques with the help of SPSS 22 software.

Results and Discussion
Results of this study: First, look at the R square scale to find out what percentage (%) the proportion of the dependent variable (happiness) is explained by the independent variables (appraisal support, belonging support, tangible support, self-esteem support, self-kindness, common humanity, and mindfulness). The following are the results of the data analysis regarding Square:

Table 1. R-square (R^2)
Summary models

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.523 [a]	.274	.249	7.83542

a. Predictors: (Constant), Mindfulness, Tangible Support, Self-Kindness, Appraisal Support, Common Humanity, Self-Esteem Support, Belonging Support

Based on Table 1, the R square obtained is 0.274 or 27.4%, which means the proportion of happiness explained by social support variables (appraisal support, belonging support, tangible support, self-esteem support) and self-compassion (self-kindness, common humanity, and mindfulness) in this study amounted to 27.4% or 0.274.

Second, the researchers conducted the F Test to determine the overall effect of the independent variables on the dependent variable. The following are the results of the F Test analysis:

Table 2. ANOVA
ANOVA [a]

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	4738422	7	676,917	11026	.000 [b]
	residual	12585737	205	61,394		

	Total	17324.159	212				

a. Dependent Variable: Orientation to Happiness
b. Predictors: (Constant), Mindfulness, Tangible Support, Self-Kindness, Common Humanity, Self-Esteem Support, Appraisal Support, Belonging Support

Table 2, also an ANOVA table, has a value of Sig. of 0.000. It means that the value of Sig. <0.05, so the hypothesis stating that "there is no effect of social support (appraisal support, belonging support, self-esteem support, tangible support) and self-compassion (self-kindness, common humanity, mindfulness) towards student happiness" were rejected. That is, social support (appraisal support, belonging support, self-esteem support, tangible support) and self-compassion (self-kindness, common humanity, mindfulness) significantly influence happiness.

Finally, look at the regression coefficients of each independent variable. In the table, later, there will be the inscription sig. on the far right, if sig < 0.05, the regression coefficient is significant, meaning that the independent variable significantly influences student happiness. The following details the magnitude of the regression coefficient of each independent variable on the dependent variable:

Table 3. Coefficients
Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1 (Constant)	19,316	4,349		4,442	.000
Appraisal Support	.218	092	.227	2,361	.019
Belonging Support	.183	.122	.183	1,498	.136
Self-Esteem Support	.020	.097	.020	.206	.837
Tangible Support	-.297	.105	-.293	-2,821	005
Self-Kindness	.160	081	.156	1990	048
Common Humanity	.258	082	.252	3.127	002
Mindfulness	072	093	.070	.775	.439

a. Dependent Variable: Orientation to Happiness

Table 3, which shows the regression coefficients and sig. Three of the seven independent variables were significant, namely appraisal support, tangible support, self-kindness, and common humanity, as well as a negative influence on happiness in the tangible support variable. Meanwhile, the other three independent variables did not significantly affect happiness.

The results of this study prove that there is an overall influence of social support and self-compassion on student happiness during a pandemic. This study consists of eight dependent variables consisting of 4 variables on social support (appraisal support, belonging support, self-esteem support, and tangible support), three variables on self-compassion (self-kindness, common humanity, and mindfulness), and one dependent variable, namely happiness. This research focuses on knowing the influence of social support (appraisal support, belonging support, self-esteem support, tangible support) and self-compassion (self-kindness, common humanity, mindfulness) on student happiness during a pandemic.

This study uses multiple regression analysis based on the results in the ANOVA table, which looks at the contribution of IV to DV; it shows that seven independent variables significantly influence happiness by 27.4%. When viewed through the regression coefficient of each variable in this study, four are significant, and three are insignificant to happiness. In

this study, the significant variables were appraisal support, tangible support, self-kindness, and common humanity, while the insignificant variables were belonging support, self-esteem support, and mindfulness. In general, the results of this study regarding social support are in line with research conducted by Suralaga and Rohmah (2021) that social support affects happiness, and it is also explained that the more support received, the higher student happiness. Happiness can be high with social support because the social support given makes individuals who receive it believe that they are cared for, loved, and appreciated. Social support in previous research is an important predictor of happiness in adolescents and early adulthood, where students are also in late adolescence to early adulthood in the age range of 18 to 25 years. Bum and Jeon (2016) explain that students are in a period of transition from adolescence to adulthood, so social support from their surroundings is very important for the preparation of their social life later in adulthood, and social support is also a resource that helps students to live a happy life by promoting positive emotions. Therefore, according to the results of this study and previous research, social support is needed to help increase student happiness.

Lakey and Orehek (in May, Ni, Sivaguru, and Cong, 2021) explain that in general, social support for happiness is formed from the positive effects given by other people in the form of support provided. In addition, it is also supported by the research of Papadopoulos et al. (Mai, Ni, Sivaguru, and Cong, 2021); social support is found to be positively correlated with happiness as individuals who have received support from other people are found to feel happier. Individuals with lower levels of social support are associated with a six-fold increase in the risk of developing depression, as it was found to have a strong correlation with happiness (Bum and Jeon, 2016). It also applies to students; happy students help them better adapt to the difficulties they face, and in particular, in this study, social support has a significant influence, namely appraisal support and tangible support.

Appraisal support is the first significant social support variable with a positive relationship to happiness. Based on the theory of Cohen and Hoberman (1983), the most effective support for happiness is appraisal support and self-esteem support. However, this study showed contradictory results on self-esteem support. The same source also explained that having someone to help evaluate potential problems and help deal with them is an effective way of coping. It can also reflect that students need help or support by providing input, solutions, or information that can adapt and deal well with existing problems so that individuals feel happiness in their daily lives. Therefore, the researchers concluded that appraisal support, which is support by providing advice, information, or solutions to problems students are facing, can directly or indirectly affect student happiness during a pandemic. Students, especially in semesters six and eight, have more individual assignments in their daily lives, and sometimes, students need suggestions or solutions from other people to see from another point of view the problems they are facing or the tasks they are facing.

The second significant social support variable with a negative relationship to happiness is tangible support. In line with the theory of Cohen and Hoberman (1983) which explains that there is the support given in interpersonal relationships which can be in the form of advice, input, services, goods, money, joint leisure time, to other people's beliefs in their abilities, spending time together, and helps to buffer the potentially disruptive nature of stressful situations. The difference with previous research regarding tangible support is that this study has results indicating that tangible support has a negative relationship to happiness, or it can be interpreted that if the tangible support owned by students is low, individual happiness will be high. This statement can be explained based on Cohen and Hoberman

(1983) that this tangible support can affect if the disturbing or stressful events encountered lead to physical illness. Therefore, tangible support is needed when individuals really cannot do it alone, so if there are many tangible supports owned by individuals, one of them can be caused by students who are experiencing health or physical problems indeed this real support is needed. and pressed.

Schaefer (in Cohen, 1983) also explains that individuals aged 17 to 25 years or students do have little concern or are less concerned about assistance in the form of goods or real assistance. This finding can also be caused by the pandemic itself which made students more independent in doing something. If you look at the respondents who dominate, namely sixth and eighth-semester college students, this can also affect that this tangible support affects it negatively, because students in the sixth and eighth semesters are at the time of preparing their thesis, so the tasks that must be done must also be done alone without having to be assisted many people. Therefore, this is also related to the limitations of this study because researchers did not ask what kind of direct assistance affects student happiness, so it is not yet known in detail what kind of direct assistance is needed or not needed too much for students.

Tangible support is the second significant social support variable with a negative relationship to happiness, in line with the theory of Cohen and Hoberman (1983), which explains that there is support given in interpersonal relationships, which can be in the form of advice, input, services, goods, money, joint leisure time to other people's beliefs in their abilities, spending time together, and helps to buffer the potentially disruptive nature of stressful situations. The difference with previous research regarding tangible support is that this study has results indicating that tangible support has a negative relationship to happiness, or it can be interpreted that if the tangible support owned by students is low, individual happiness will be high. This statement can be explained based on Cohen and Hoberman (1983) that this tangible support can affect if the disturbing or stressful events encountered lead to physical illness. Therefore, tangible support is needed when individuals really cannot do it alone, so if individuals own many tangible supports, one can be caused by students experiencing health or physical problems. Indeed, this real support is needed and pressed.

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The first social support variable that is not significant is self-esteem support. Insignificant self-esteem support can also be caused by life problems currently being faced. The results of this study contradict the explanation that self-esteem support helps individuals not feel inferior and provides support that helps support one's self-esteem and is the biggest influence on happiness along with appraisal support from the four social supports (Cohen and Hoberman, 1983). Cohen and Hoberman (1983) also explained that self-esteem support is needed if it is indeed influenced by stressful conditions that affect student happiness, making students require self-esteem. Therefore, this could have happened because students have good

self-esteem, or the conditions during this pandemic did not make students need support to increase their self-esteem. Apart from having good self-esteem, it can also be influenced by the support needed to increase student self-esteem, which comes from within himself.

The second social support variable that is not significant is belonging support. Next, belonging supports that happy people spend more time socializing with other people than people who spend more time alone (Seligman, 2002). In this study, support in the form of togetherness (belonging support) simply by spending time also did not affect student happiness during a pandemic. According to the researchers, this might have happened due to the pandemic when we could not gather in large groups and had started to adapt by doing anything ourselves to avoid spreading the COVID-19 virus or preventing infection from other people, so gathering with friends was not too much effect on student happiness during a pandemic.

These two insignificant variables can explain that the determinant of happiness is no longer just the presence of other people or increased self-esteem with the help of others. However, with himself, the support that students need more is the support given to add information and help provide solutions to face problems directly; this pandemic period indirectly made students must rely on themselves to do assignments because lecture assignments during the PPKM period were also more individual assignments to limit meeting each other. The difference between conditions before the pandemic and during the COVID-19 pandemic is that during the pandemic, students were limited to meeting their friends, so they could only rely on themselves.

The results of this study indicate that social support is appropriate for students during a pandemic and can also be unique in the results of this study social support can affect happiness, namely by providing support in the form of advice or information that helps students to solve the problems they are experiencing as well as real support which cannot be given too much to feel happiness so that if too much real help is given, it makes student happiness decrease.

Support in the form of giving advice, suggestions, or solutions to students who are faced with problems can help them to confidently make better decisions in carrying out lecture activities and help them succeed in lectures. Students need assessment support regarding their lectures to be more successful because this support in the form of information can increase student happiness during a pandemic and motivate students. This explanation aligns with the research results (Suciani and Rozali, 2014) that social support is essential in increasing student learning motivation. Therefore, the process is that the support given increases happiness and impacts students' learning motivation.

Students learning during a pandemic must also have happiness in times with many difficulties, such as high demands on themselves, from parents, and even those around them that cause unhappiness. Knowledge about happiness, social support, and self-compassion can help people around students deal with difficulties and how students themselves deal with themselves by accepting what is in them. Sometimes, individuals need support from others but do not get it because they do not let others know they need help. Individuals sometimes feel that they must be independent and not burden other people, making them uncomfortable telling this to others.

Therefore, based on this research, the support that can affect pandemic students is appraisal support, tangible support, and being able to apply self-compassion, namely self-kindness, and common humanity. Based on the regression coefficients ordered from largest to smallest, namely common humanity (0.002), tangible support (-0.005), appraisal support

(0.019), and self-kindness (0.048) shows that student happiness comes from how students respond to themselves when faced with failure (feeling that failure is a natural thing for humans and keep trying), not too much support from people around in the form of assistance (services, money and goods), support by providing information, advice, and advice regarding the problems being faced, and treat yourself warmly when faced with unwanted things (failures and IP drops).

Conclusion

The results of this study conclude that social support and self-compassion influence happiness by 27.4%. In addition, based on the results of this study of seven variables, four significantly impact happiness, namely evaluation of support, concrete support, self-kindness, and common humanity. The results of this study can explain that several things that can increase student happiness during a pandemic have support in the form of advice, suggestions, and solutions to the problems faced, treating ourselves well and warmly when things do not like happen or there is a personality that we do not like, understand that failures and mistakes also happen to other people, and support in the form of real support is not too much needed for students are happy because it could be when students need real help when conditions do not allow students to do it alone.

Recommendation

Suggestions for future research that wants to research happiness, for more comprehensive research results on social support and happiness (such as what forms of support can increase happiness or what things make students happier), as well as helping to minimize errors that are sometimes caused the process of filling out a questionnaire that is not complete or random by the respondent. Second, the self-compassion measurement tool should be asked of some people first to be tested to improve items that have not been understood so that respondents can better understand them later. Finally, it is recommended for further research to use context-moderating variables regarding D4 and S1 level tertiary institutions. It moderates the effect of tangible support on student happiness.

Practical suggestions for further research are expected to be a positive input for those closest to students (teachers, family, closest people, or close friends) to pay more attention to things that affect student happiness. Second, it is expected that social support in the form of advice, information, and suggestions when students face problems will affect student happiness more. Third, one must know one's strengths and weaknesses before applying self-kindness to oneself. Therefore, researchers suggest a way to apply it to ourselves by reflecting on our strengths and weaknesses in a diary or journaling. Fourth, to apply common humanity, namely by writing quotes with positive nuances of words for us and pasting them on walls or as cellphone wallpaper, so that this can be a way to find out that there are some things in this world that people experience. by many people and not only happen to us.

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