

Peran Welas Diri dan Kebutuhan Psikologis Dasar Dalam Hubungan Antara Dukungan Orang Tua Dan Kebahagiaan Pada Mahasiswa = The Role of Self-Compassion and Basic Psychological Needs in the Relationship Between Parental Support and Happiness in Students

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Abstrak

Penelitian ini mengkaji peran dukungan orang tua yang dipersepsikan terhadap kebahagiaan mahasiswa usia dewasa muda dengan mempertimbangkan mediasi welas diri (self-compassion) dan kebutuhan psikologis dasar (otonomi, kompetensi, keterhubungan). Dalam budaya kolektivistik seperti Indonesia, dukungan orang tua berperan penting secara emosional dan psikologis. Dua model mediasi serial diuji: model utama menempatkan welas diri sebagai mediator awal, diikuti oleh kebutuhan psikologis dasar; model alternatif membalik urutan tersebut. Sebanyak 994 mahasiswa berusia 18–25 tahun menjadi partisipan. Data dikumpulkan menggunakan empat alat ukur utama: Perceived Parental Support Scale, Self-Compassion Scale, Basic Psychological Need Satisfaction and Frustration Scale, serta Subjective Well-Being Scale (yang mencakup Satisfaction With Life Scale, SPANE, dan Flourishing Scale). Analisis dilakukan dengan teknik mediasi serial. Hasil menunjukkan bahwa model utama lebih kuat: dukungan orang tua yang dipersepsikan meningkatkan welas diri, yang selanjutnya mendorong pemenuhan kebutuhan psikologis dasar dan berujung pada peningkatan kebahagiaan. Temuan ini memberikan implikasi penting bagi intervensi peningkatan kebahagiaan mahasiswa melalui penguatan hubungan orang tua-anak dan pengembangan welas diri.

.....This study examines the role of parental support in the happiness of emerging adult university students by testing the mediating roles of self-compassion and basic psychological needs (autonomy, competence, and relatedness). In collectivist cultures like Indonesia, parental support plays a vital emotional and psychological role. Two serial mediation models were tested: the main model positioned self-compassion as the initial mediator, followed by basic psychological needs; the alternative model reversed this sequence. A total of 994 students aged 18–25 participated in the study. Data were collected using four main instruments: the Perceived Parental Support Scale, the Self-Compassion Scale, the Basic Psychological Need Satisfaction and Frustration Scale, and the Subjective Well-Being Scale, which includes the Satisfaction With Life Scale, SPANE, and the Flourishing Scale. Data were analyzed using serial mediation analysis. Results showed that the main model was stronger: parental support enhances self-compassion, which then facilitates the fulfillment of basic psychological needs and ultimately increases happiness. These findings offer valuable implications for interventions aimed at improving student well-being by strengthening parent–child relationships and fostering self-compassion.