RELATIONSHIP OF SELF-COMPASSION AND EMPATHY IN FINAL YEAR GUIDANCE AND COUNSELING STUDENTS

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Abstract

This study aims to see an overview of the relationship between the level *of self-compassion* and *empathy* in final year students at the State University of Jakarta (UNJ) and Sultan Ageng Tirtayasa University (UNTIRTA), and relate it to the urgency of the role of Guidance and Counseling services in universities. The approach used was quantitative descriptive, with a sampling technique using *convenience sampling* techniques for the number of respondents as many as 110 students (55 from UNJ and 55 from UNTIRTA). This study aims to get an overview and relationship *of self-compassion* and empathy in final year BK students. The instruments used are *the Self-Compassion Scale (SCS)* and *the Empathy Assessment Scale (EAS).* The results showed that the average *self-compassion* score in UNJ and UNTIRTA students was 75.64, with a standard deviation of 7.069, which shows a relatively good and stable level of self-concept in both universities. However, there is a striking difference in the level of empathy. UNJ students have an average EAS score of 76.07 with a wide range (36–87), while UNTIRTA students have a lower average EAS score, which is 56.53, with a narrower range (46–61). As many as 86% of students are in the category of moderate empathy, 9% low, and only 5% have high empathy. These findings suggest that although final year students have a fairly good level of self-acceptance, empathic abilities have not been optimally developed. This has important implications for guidance and counseling services, namely the need to prepare intervention programs that are directed at strengthening emotional awareness and empathy through individual, group, and social-emotional counseling.

Keywords: Self compassion, Compassion, Empathy, BK Students, Guidance and Counseling

Abstrak

Penelitian ini bertujuan untuk melihat gambaran hubungan tingkat self-compassion *dan* empati *pada mahasiswa tingkat akhir di Universitas Negeri Jakarta (UNJ) dan Universitas Sultan Ageng Tirtayasa (UNTIRTA), serta mengaitkannya dengan urgensi peran layanan Bimbingan dan Konseling di perguruan tinggi. Pendekatan yang digunakan adalah kuantitatif deskriptif, dengan teknik pengambilan sampel menggunakan teknik convenience sampling jumlah responden sebanyak 110 mahasiswa (55 dari UNJ dan 55 dari UNTIRTA). Penelitian ini bertujuan untuk mendapatkan gambaran serta hubungan self compassion dan empati pada mahasiswa BK tingkat akhir. Instrumen yang digunakan adalah skala* Self-Compassion Scale (SCS) *dan* Empathy Assesment Scale (EAS)*. Hasil penelitian menunjukkan bahwa skor rata-rata* self-compassion *pada mahasiswa UNJ dan UNTIRTA adalah 75,64, dengan standar deviasi 7,069, yang menunjukkan tingkat konsep diri yang relatif baik dan stabil di kedua*

perguruan tinggi. Namun, terdapat perbedaan mencolok pada tingkat empati. Mahasiswa UNJ memiliki rata-rata skor EAS sebesar 76,07 dengan rentang yang luas (36–87), sedangkan mahasiswa UNTIRTA memiliki skor rata-rata EAS lebih rendah, yaitu 56,53, dengan rentang lebih sempit (46–61). Sebanyak 86% mahasiswa berada pada kategori empati sedang, 9% rendah, dan hanya 5% yang memiliki empati tinggi. Temuan ini menunjukkan bahwa meskipun mahasiswa tingkat akhir memiliki tingkat penerimaan diri yang cukup baik, kemampuan empatik belum berkembang secara optimal. Hal ini memberikan implikasi penting bagi layanan bimbingan dan konseling, yakni perlunya penyusunan program intervensi yang terarah dalam penguatan kesadaran emosional dan empati melalui konseling individual, kelompok, maupun pelatihan sosial emosional.
Kata kunci*: Self compassion, Welas diri, Empati, Mahasiswa BK, Bimbingan dan Konseling*

INTRODUCTION

Students are a group of individuals who occupy the level of higher education and are in an important transition period in life development, both intellectually, emotionally, and socially. Anjani et al., (2025) defines that a college student is an individual who is tied to a college, such as an academy, university, or institute. The same thing is explained by Dwi Siswoyo, (2007) which explains that students are individuals who are studying at the university level, both public and private, therefore students are expected to have high intelligence in thinking and acting, independent and able to be responsible for all decisions that have been chosen or in other words students can achieve the maximum level of development in their time. Thus, during this transition period, there are changes that occur in students such as physical, psychological, social, and emotional changes that cause problems in the lives of individuals, especially related to their mental health (Herdiansyah & Nurul Hanifah Puteri, 2023). In addition, Astuti *et al*., (2022) It also revealed that the problems that arise in students, both academic and non-academic, are supported by other internal factors such as independence and student readiness to overcome the problems they are facing have decreased. Next (Mustafa et al., 2023) also revealed that BK teachers' self-awareness and compassion have also been identified as circumstances that can assist them in training and developing their counseling skills, improving performance, and ultimately influencing the effectiveness of counseling services provided by counselors to learners.

Furthermore, in the context of compassion, some previous studies have explained that the sense of compassion that individuals have is associated with fewer negative emotions including depression and anxiety, increased life satisfaction MacBeth & Gumley, (2012); K. Neff, (2003)**,** Increase happiness and optimism (Kristin D Neff et al., 2005; Kristin D. Neff et al., 2007), as well as the use of emotion-focused adaptive coping strategies (Kristin D Neff et al., 2005). In addition, Marshall et al., (2020) It also reveals that the compassion that individuals possess tends to be positively related to cognitive empathy or the ability to understand and connect with the suffering of others. This evidence is in line with the theory of compassion from K. Neff, (2003) which defines compassion as a healthy attitude towards the individual. Even compassion is theorized as "the ability to

endure the emotions of suffering feelings with a sense of warmth and "caring" (Kristin D. Neff & McGehee, 2010).

In the context of guidance and counseling, empathy is an important element in the success of counseling practices as a whole. Through empathy, counselors can better understand the psychological dynamics and issues faced by counselors in depth (Julius, Nurlatifah, Alfaiz, & Nadya, 2022). The same thing is explained by Narti et al., (2023) That by applying an empathetic attitude in the counseling process, it will increase the confidence of counselors and the attachment of counselors in undergoing the counseling process. Empathy is the main key that an individual must have in interacting with others. This means that in the process of guidance and counseling, the presence of a counselor who is able to provide calmness, comfort, and new hope for clients is needed. The empathetic attitude possessed by the counselor will be able to create a comfortable, trustworthy, and honest atmosphere in the counseling process (Handari, 2016). As described by Elliott et al., (2011); Lambert & Barley, (2001); Watson, (2001) That empathy in counseling is the process of entering the client's world with openness and non-judgmental attitude. In addition, Johns, (2012) explains that Developing the necessary empathy skills is included as an important element of the development process for counselors in training.

Have *self compassion* is one of the many things that must be owned today. In psychology, self-compassion is called *self-compassion* (Rifani, Ummah, & Baharudin, 2022). According to Dudley et al., (2018) Discovering the importance of growing *self-compassion* in themselves to overcome negative emotions and behaviors. K. Neff, (2003) Explain *self compassion* is a form of concern and kindness to oneself when facing various difficulties in life and having the belief that suffering, failure, and shortcomings in oneself are part of life. *Self-compassion* is a way of adjusting when feeling failures and shortcomings in life (Kristin D. Neff & McGehee, 2010). *Self-compassion* is a strategy in dealing with negative emotions or feelings in order to be free from negative reactions due to emotions experienced (Kristin D. Neff, 2011).

Self-compassion has six components that interact with each other in a dynamic system (K. D. Neff et al., 2019). The components of compassion are as follows: Self-love vs. self-judgment (*self-kindness vs. self-judgment*). Universal humanity vs. isolation (*common humanity vs. isolation*). Mindfulness vs. overidentification (*overidentification*). The components of compassion are constructs that stand independently, but affect each other (Kristin D. Neff, 2016). Compassion sees the emotional response when experiencing suffering (more loving and non-judgmental), cognitively understanding the difficulties experienced (as part of life rather than feeling alone in suffering), and observing difficulties clearly without dissolving in the feeling of suffering (K. D. Neff et al., 2019). These components of compassion synergistically interact with each other to form a compassionate attitude (Kristin D. Neff et al., 2019). The high positive components of compassion (self-love, universal humanity, and mindfulness) are called compassionate self-response (*compassionate self-responding*) and the negative components of compassion (self-judgment, isolation, and *Over-identification*) is called a

reduced compassionate self-response (*reduced uncompassionate self-responding)* (K. D. Neff et al., 2019).

Individuals who have a *self compassion* tall ones show a number of positive characteristics in looking at and treating themselves. Hidayati, (2015) explains that one of the main characteristics of an individual with s*elf compassion* High is the ability to accept oneself completely, both in terms of strengths and weaknesses. In addition, the individual is able to interpret mistakes and failures as part of the universal human experience, so that they do not feel isolated or too hard in judging themselves. They also have an awareness of the connection between themselves and others and the surrounding environment, which reflects the understanding that every individual experiences challenges and suffering in life. These characteristics show that *self compassion* plays an important role in forming a positive attitude towards oneself, as well as supporting overall psychological well-being.

Individuals with *self compassion* Low ones generally show a variety of negative responses to themselves, especially when faced with failure or challenging situations. According to Fitriani, (2019), one of the characteristics that stands out in individuals with *self compassion* Low is the tendency to be insecure. This lack of confidence causes individuals to easily doubt their ability to complete tasks or face pressure. Furthermore, Son, (2016) adding that individuals with *self compassion* low also tends to experience high levels of stress. This is due to a lack of ability to respond to pressure adaptively and a lack of healthy self-acceptance. Further, Rahayu et al, (2019) reveals that individuals with *self compassion* Low ones often show excessive self-blame behavior, including attacking and judging themselves for their shortcomings and failures. They also tend to have a narrow mindset, where the main focus is on self-imperfections, thus hindering positive self-development and acceptance. All of these characteristics show that the low *self compassion* can negatively impact an individual's psychological condition and emotional well-being.

Empathy is defined as the ability of an individual to enter the situation and thoughts of others. With it, the individual will be able to understand the point of view of others and provide appropriate emotional responses, in other words the individual can understand the needs and feelings of others (Carol M. Davis, 1990);(Nurfazrina, Muslihin, & Sumardi, 2020). Empathy also has cognitive and affective dimensions in relation to its social foundation in relation to others: Understanding and feeling in response to social experiences. Feeling and understanding accurately, and truly feeling the emotions of others is an absolute requirement to empathize with others; Sharing feelings through cognitive differentiation of others is another aspect of empathy (Malakcioglu, 2022). Therefore, the social, cognitive, and affective components of empathy work together to achieve more quality interpersonal communication Empathy emerged as a fundamental idea in the realm of counseling communication. Davis, (1990) explains that individuals with high empathy have characteristics such as positive attention to others without judgment, good listening skills, and self-confidence. Empathy is a deep and subjective

understanding of the client. Empathy is not sympathy, or pity for the client. Counselors can share feelings with clients through their own experiences that may be similar to the client's. However, counselors must still maintain independence so as not to mix personal experience with client experience. In addition, Rogers, (1968) It also affirms that when counselors can understand the client's personal world as the client sees and feels without losing their own identity, then constructive change is most likely to occur in the client. Empathy Assessment Scale (EAS) published by (Malakcioglu, 2022) is a comprehensive assessment tool used to measure and analyze the different dimensions of empathy that exist among individuals. EAS is structured into three dimensions or subscales. Empathy itself is explained by Malakcioglu, (2022) divided into 3 dimensions, including: 1) *Social Interaction (SI)*, 2) *Cognitive Behavior (CB)*, 3) *Emotional Identification (EI)*.

METHOD

This research method is included in the type of quantitative research using a correlational research design. Data analysis was carried out using the statistical method of the SPSS program version 25 for Windows. The approach used is quantitative with quantitative descriptive analysis and the type of research applied is *explanatory research*. Research *explanatory* aims to explain the relationship between variable X and variable Y. The population in this study is all final year BK students at the State University of Jakarta (UNJ) and final year BK students at Sultan Ageng Tirtayasa University (UNTIRTA). while the sampling technique used is the *convenience sampling*. Technique *convenience sampling* is a sampling technique based on the availability of elements and the ease of access to obtain them (And & Bougie, 2016). The sample in this study was 55 final level guidance and counseling students at the State University of Jakarta (UNJ) and 55 final level guidance and counseling students at Sultan Ageng Tirtayasa University (UNTIRTA).

RESULTS AND DISCUSSION

To collect accurate and relevant data in accordance with the research objectives, the researcher uses standardized instruments that have gone through a process of development and adaptation based on theoretical and empirical studies. The instruments used consist of two psychological scales, namely: (1) *Self-Compassion Scale* (SCS) a compassionate scale developed by Kristin Neff, (2003) and has been translated into Indonesian by Sugianto et al. (2020), and (2) *Empathy Assessment Scale* (*EAS*) Empathy scale developed by (Malakcioglu, 2022). Item trials in this study were conducted on 110 subjects. Correlation between items and total scores using *Pearson product-moment correlation* Generates 26 valid items at scale *self-compassion* and 13 items are valid on the EAS scale. Meanwhile, the reliability test uses the formula *Alpha Cronbach* produces a reliability coefficient (α) of 0.909 for the scale *self-compassion* and the reliability coefficient (α) of the EAS scale is 0.872. Data analysis uses descriptive analysis based on frequency distribution. Meanwhile, the correlation between the two variables was analyzed using the correlation technique *Pearson product-moment correlation* with the help of *IBM SPSS 25 for Windows*.

**Table 1.** Categorization *of The Self-Compassion Scale*

CATEGORY	NORM	QUANTITY
LOW	X < 67.5	13
MEDIUM	67.5 ≤ X < 84.2	81
HEIGHT	X > 84.2	16

Based on the data in Table 1, the majority of respondents, namely 81 students, showed a level of *self-compassion* is in the medium category. This condition reflects that in general, students have sufficient ability to accept self-imperfections, realize that failure is part of a universal human experience, and be able to maintain emotional regulation and cognitive balance when facing pressure or difficult situations (Neff, 2003). However, the achievement in the medium category does not yet represent the level of *self-compassion* optimal, so that self-capacity development is still needed through an approach to strengthening adaptive psychological strategies, such as training *mindfulness* or counseling-based *self-compassion* (Germer & Neff, 2013). In addition, the data also shows that there are 13 students with *self-compassion* low, which is categorized as a "risk group". Individuals in this category tend to have difficulty managing stress, prone to *self-judgment*, and have the potential to experience psychological well-being disorders, so further intervention through ongoing guidance and counseling services is needed (Bluth & Blanton, 2015).

Table 2. EAS Categorization

| CATEGORY	STANDARD	QUANTITY
LOW	X < 53	10
MEDIUM	53 ≤ X < 61	95
HEIGHT	X > 61	5

Based on the results of empathy measurement using *the Empathy Assessment Scale* (EAS), data was obtained that most students were in the medium empathy category, namely 95 people with scores between 53 and less than 61. A total of 10 students were included in the low empathy category with a score below 53, while only 5 students were in the high empathy category with a score above 61. These findings show that the majority of students have a sufficient level of empathy, although there are still a small number who show low or very high levels of empathy. These results can be the basis for the development of empathy guidance and training services so that students are able to improve their ability to understand and respond to the feelings of others more optimally.
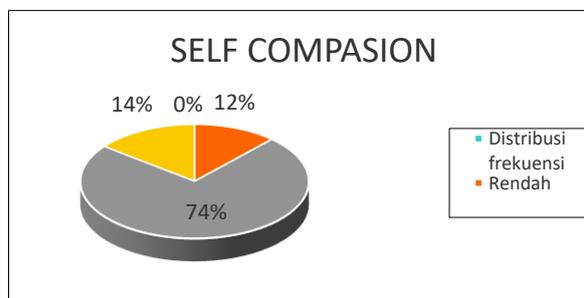
Components	Percentage
Self-Kindness	77.38%
Common Humanity	81.32%
Mindfulness	79.55%

Based on the tabulation of the diagram, the level of *self-compassion* in students of the State University of Jakarta (UNJ) and Sultan Ageng Tirtayasa University (Untirta) showed a diverse distribution. The majority of students, 74%, were in the *category of moderate* self-compassion, which indicates that most respondents have a good ability to

provide understanding and empathy for themselves in the midst of academic and social pressure. Meanwhile, 14% of students are classified as *high* self-compassion, reflecting a group that has a strong attitude of self-acceptance and is able to manage negative emotions more adaptively. On the other hand, as many as 12% of students are in the *low* self-compassion category, which can be an indication of the need for more attention to their psychological well-being. These findings provide an important picture that strengthening *self-compassion* is still a potential area in the development of psychological support programs in the campus environment.
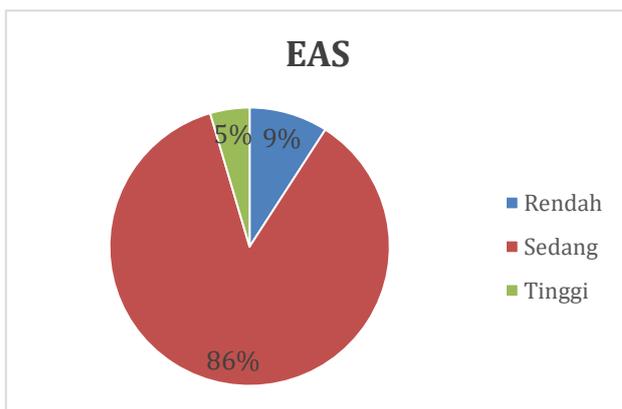
Components	Percentage
Social Interaction	88%
Cognitive Behavior	89%
Emotional Identification	90%

Based on the results of the tabulation of data visualized through a diagram, an overview of the level of *the Emphaty Assessment Scale* (EAS) in BK UNJ students and BK UNTIRTA students showed a fairly significant distribution. The majority of respondents were in the medium category with a percentage of 86%, indicating that most students have quite good emotional awareness skills, although they still need further reinforcement. Meanwhile, as many as 9% of students are in the low category, which indicates that there are groups that need special attention in the development of emotional awareness aspects. The other 5% are in the high category, reflecting a handful of students who already have a very good level of emotional awareness. These findings provide an overview that emotional awareness among students tends to be at the intermediate level, and is an important foundation for efforts to improve emotional competence in higher education settings.

Description of Results *of Self Compasion* and EAS for BK UNJ and Untirta Students

STATISTICS		UNJ_SC	UNJ_EAS	UNTIRTA_SC	UNTIRTA_EAS
N	Valid	55	55	55	55
	Missing	0	0	0	0
MEAN		75.64	76.07	75.64	56.53
HOURS OF DEVIATION		7.069	9.595	7.069	3.404

RANGE	29	51	29	15
MINIMUM	59	36	59	46
MAXIMUM	88	87	88	61

Based on the results of descriptive statistical analysis of the data of BK UNJ students and BK UNTIRTA students, it was obtained that the two groups of respondents had the same average *self-compassion*, which was 75.64. This shows that the self-perception of students in both universities is in the positive and relatively stable category. *Strong self-compassion* is an important indicator in forming confidence, motivation to learn, and adaptability in an academic and social environment.

However, a striking difference can be seen in the results of *the Emphaty Assessment Scale (EAS)*. BK UNJ students showed an average EAS of 76.07 with a standard deviation of 9.595 and a wide score range (36–87). This indicates that although in general the emotional awareness of BK UNJ students is high, there is considerable variation between individuals, including the existence of students with very low emotional awareness. Meanwhile, BK UNTIRTA students have a much lower average EAS, which is 56.53 with a narrower score range (46–61) and a smaller standard deviation (3.404). This indicates that BK UNTIRTA students tend to have a more uniform level of emotional awareness, but at a moderate to low level.

This result is an important note in the context of Guidance and Counseling (BK), especially for final year students who are in the transition phase to the world of work or advanced education. Students at this stage face more complex pressures, such as completing final projects, career demands, and future uncertainty. In this situation, emotional awareness is a crucial aspect that affects students' ability to manage stress, make decisions, and establish healthy interpersonal relationships. Students with *self-compasion* good but have *emotional awareness* Low ones have the potential to experience psychological dissonance, where they may feel intellectually confident but less able to recognize and respond to their own emotional states. According to Kristin Neff, (2003), *self compassion* It is interpreted as an attitude of caring and kindness towards oneself when facing various difficulties in life or personal shortcomings.

This inconsistency can trigger anxiety, academic delays, and burnout. Therefore, guidance and counseling services in higher education need to focus interventions on improving emotional awareness skills, through programs such as individual counseling, group counseling, *emotional regulation* training, and *psychoeducation* that are relevant to the context of final year students. Low levels of emotional awareness can have an impact on difficulties in understanding and managing one's own feelings and those of others, which ultimately has the potential to affect personal, social, and academic functioning. Thus, the difference in the level of emotional awareness between BK UNJ students and BK UNTIRTA students is not only a statistical data, but also a basis for reflection and the direction of planning BK services that are more responsive and needs-

based. The strategic role of counselors in building healthy emotional awareness among students is becoming increasingly important in supporting their development as a whole, both from personal, social, and academic aspects.

DISCUSSION

Based on the results of the study, the majority of subjects (81 out of 110 students) were in the category *self-compassion* while, while 16 students are classified as high, and 13 are in the low category. These findings indicate that most students have a fairly good level of self-acceptance, are able to be kind to themselves, and realize that imperfections are part of the common human experience. Students in this category are generally able to entertain themselves when facing pressure, as well as respond to failure and stress in a relatively adaptive way through emotional and mental balance. Researchers conducted by Polla et al., (2023) shows that hThe results of the analysis show that most of the students who work while working have a degree *self-compassion* with a high *mindfulness* is relatively high but the *self-kindness* and the human community is relatively low. This study provides empirical evidence of the significant role of *self-compassion* for students who are working on achieving academic/professional success. The implication is the need for education and support programs that enhance skills *self-compassion* as an adaptation and stress management strategy for this target group. This is supported by research Karinda, (2020) Self-compassion is an attitude or behavior of compassion towards oneself when facing difficulties, accepting all suffering, shortcomings, and every failure as part of life. The results of this study were analyzed using a quantitative descriptive test and showed that there was a slight difference in the level of self-compassion of students based on gender, namely 52.7% of male students and 53.6% of female students, both in the high category. In line with Neff & Vonk (2009) Students with *self-compassion* high indicates higher happiness, optimism, and motivation. However, this condition is not entirely ideal. However, there are some that still need to be strengthened through counseling interventions and structured psychological training that can develop the *self-kindness, mindfulness,* and *common humanity* more optimally. In addition, students also understand and accept that self-imperfection is part of the life of all humans, as well as facing difficulties with balanced thoughts and emotions. Kristin Neff, (2003) states that *self-compassion* is a psychological mechanism that can protect individuals from negative emotional impacts due to failure or stress of life, through a loving approach to oneself, an awareness of interconnectedness between human beings (*common humanity*), as well as balanced emotional management (*mindfulness*). This condition is still not ideal, which has implications for the need to improve *self-compassion*, one of which is with structured training to activate *self-compassion*. Germer & Neff, (2013) explains that *self-compassion* is a form of self-directed compassion that involves a non-judgmental understanding of pain, shortcomings and failures. With *self-compassion*, such pain experiences are seen as part of the human experience.

As explained by Bluth & Blanton, (2015), level *self-compassion* low in adolescents and young adults correlates with increased self-criticism, feelings of isolation, and difficulty

regulating emotions, which have an impact on decreased psychological well-being. Other research shows that college students with *self-compassion* have better ability to deal with academic and emotional pressures Kristin D. Neff & Vonk, (2009). Therefore, the strengthening of *self-compassion* It is believed to be a significant protective factor in supporting students' mental health and academic achievement.

Empathy is a person's ability to recognize, understand, and feel the emotional state of others, and respond to them in an emotionally and socially appropriate way. In the context of higher education, empathy is an important aspect that supports interpersonal relationships, cooperation, and communication success, especially for students who will later enter a society with various social dynamics. *The Empathy Assessment Scale* (EAS) is a measurement tool designed to assess an individual's level of empathy, both in cognitive and affective dimensions. This scale assesses the extent to which a person is able to identify the feelings of others, understand their perspectives, and provide emotionally appropriate responses. Through this approach, EAS provides a comprehensive picture of a person's empathic capacity in everyday social interactions.

Based on the results of this study, data was obtained that the majority of subjects (95 out of 110 students) were in the category of moderate empathy. A total of 5 students were classified as having a high level of empathy, while 10 other students were included in the low empathy category. These findings show that most college students have sufficient ability to recognize and understand other people's emotions, even though they have not reached an optimal level. Students with moderate empathy are generally able to respond to social situations adaptively, but may still face barriers in managing social emotions in depth, especially in the context of pressure or differences in perspective. This condition shows the importance of intervention and strengthening empathy, especially through social skills training, counseling guidance, and self-development programs. Empathy is not only relevant in the context of interpersonal relationships, but it also plays an important role in building a healthy, tolerant, and supportive academic environment. Thus, increasing empathy among students is an important need in supporting social welfare and academic success holistically. In research Kiswantoro & Wijayanti, (2020) The results of the study were obtained that 51.3% of nursing students had good empathy skills and 48.7% had poor empathy skills. The empathy component with the highest average score is *perspective taking* Compared *compassionate caredan standing of the patient's shoes.* Nursing students can increase empathy through emphatic care training, social support exercises, and mindfulness. In line with research Levels & Hatta, (2024) Factors that affect empathy learning in students at the academic stage are self-factors (enthusiasm), learning factors (group learning and learning pressure) and environmental factors (interpersonal relationships and stress).

Empathy has cognitive and affective dimensions in relation to its social foundation in relating to others: Understanding and feeling in response to social experiences. Feeling and understanding accurately, and truly feeling the emotions of others is an absolute

requirement to empathize with others; Sharing feelings through cognitive differentiation of others is another aspect of empathy (Malakcioglu, 2022).

The results of the hypothesis test showed a significant negative correlation between *self compassion* and empathy for UNJ final year students and UNTIRTA final year students. These findings are in accordance with the results of research conducted by Brill & Nahmani, (2017) *self-compassion* And empathy has been linked in literature, where its constructions have been shown to be related, but also different from each other. Talking about empathy as the ability to "be together", while *self compassion* to "suffer together". They focus on the mental element of empathy (i.e., how it constitutes an understanding of the emotions of others), while self-compassion encompasses the whole (emotions, awareness, and actions) with a focus on associations with others who are suffering (Brill & Nahmani, 2017). In the study Daltry et al., (2018) The results show a large correlation with gender identity and *self compassion* and empathy for others.Final year students are in a stressful phase of development, where they are faced with academic demands, the process of preparing final projects, and transitioning to the world of work or further education. In this context, two important aspects that play a role in the psychological well-being and social abilities of students are: *self-compassion* and empathy. Mark H. Davis & Davis, (1980) states that empathy has two main dimensions: *cognitive empathy* (the ability to understand the perspective of others) and *affective empathy* (the ability to feel the emotions of others). Students with high empathy are better able to establish warm, supportive, and cooperative social relationships. S*elf-compassion* and empathy have mutually supportive relationships. Research Germer & Neff, (2013) indicates that individuals who have a *self-compassion* tall ones tend to be more empathetic towards others. This is because a loving attitude towards oneself creates a more stable and non-defensive emotional space, so that individuals can be more emotionally present to others. In final year students, the ability to empathize is very important in establishing group work, maintaining interpersonal relationships, and understanding the social pressures that are also experienced by their peers. On the other hand, *self-compassion* Helps students manage academic stress, maintain motivation, and lower the risk of mental fatigue (*academic burnout*), as explained by (Bluth & Blanton, 2015).

Both variables *self-compassion* and empathy have a negative and significant correlation, but the strength of the relationship between variables is in the low category. This is suspected because the physical and emotional condition of students when filling out research instruments may differ between students. In addition, the filling of research instruments involves the evaluation of *Subjective* and *Self Report*. Students who are experiencing problems or difficulties when filling out research instruments may view themselves negatively compared to students who are in a happy or enthusiastic condition when filling out research instruments. Students in unhealthy or weak physical conditions may have difficulty filling out research instruments with full concentration and precision. The level of seriousness and honesty of students in filling out research instruments is also important to be considered (Zulfa & Prastuti, 2020).

CONCLUSION

Final year students are a group that is in a critical phase of development, where academic demands, career preparation, and social-emotional pressures reach their peak. At this stage, the ability to understand oneself completely (*self-compassion*) and build healthy social relationships through *empathy* are two important aspects in maintaining mental balance and psychological functioning. Unfortunately, not all students have adequate emotional readiness to face the complexity of these challenges. The results of the study showed that BK students in the final stages at UNJ and UNTIRTA had a relatively balanced level of *self-compassion*, but showed significant differences in the aspect of empathy. BK UNJ students tend to have a wider variety of empathy ranging from very high to very low while BK UNTIRTA students have a more consistent level of empathy, but are in the medium to lower range. These results reflect the complex emotional dynamics of final year students. Although they have a good self-concept and *self-compassion* skills, not all are able to develop empathy optimally in social, academic, and professional relationships. The imbalance between self-understanding and sensitivity to others has the potential to hinder the quality of interaction, group cooperation, and adaptation in the world of work later.

The literature review also informs that in addition to *self-compassion*, there are other factors that affect student empathy, namely *self efficacy* (Gieblyn, 2015). The ability to translate counseling skills, such as empathy, into actual therapeutic practice is influenced by many variables, one of which is *self efficacy*. Other findings from research conducted by Larson & Daniels, (1998) It also shows that counselors with high self-efficacy are better able to build a strong empathic relationship with the counselor. The high self-efficacy that individuals have contributes to the individual's ability to deal with various difficulties, pressures and stresses. Because there are still a number of limitations in this study, it is suggested that further research involving other predictors besides *self-compassion* such as self-efficacy (*self-efficacy*) to test its effect on empathy in students.

This condition is a deep reflection that Guidance and Counseling services are not only needed as a response to psychological problems, but also as a preventive system and the development of students' potential. Through a humanistic and psychoeducational approach, BK has a central role in shaping students who are not only academically successful, but also emotionally and socially mature. Thus, this study not only provides a quantitative picture of the psychological condition of final year students, but also offers a conceptual foothold for the development of BK services that are more adaptive, strategic, and relevant to the challenges of the times.

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