The Effect Of Self-Comassion On Loneliness In Nias Tribe Students At HKBP Nommensen University, Medan

Mustika Gandariang Gulo[1], Ronald Panaehan Pasaribu[2]
Fakultas Psikologi Universitas HKBP Nommensen
mustikagandariang.gulo@student.uhn.ac.id, *ronald.pasaribu@uhn.ac.id*

Abstract

This study aims to determine the influence of self-compassion on loneliness in Nias ethnic migrant students at HKBP Nommensen University, Medan. The research was conducted by distributing a scale to Nias ethnic migrant students at HKBP Nommensen University, Medan. Based on research conducted by researchers, namely the influence of self-compassion on loneliness in Nias ethnic migrant students at HKBP Nommensen University, Medan, that: There is a negative influence of self-compassion on loneliness in Nias ethnic migrant students at HKBP Nommensen University. Thus, the higher the self-compassion, the lower the loneliness, conversely the lower the self-compassion, the higher the loneliness in Nias ethnic migrant students at HKBP Nommensen University. In this study, self-compassion contributed 4% to loneliness while the remaining 96%, which means it is influenced by other factors not examined in this study. Based on the loneliness variable score category, the results obtained were 56 subjects (51.8%) who had a moderate level of loneliness. This shows that some Nias ethnic migrant students at HKBP Nommensen University have a moderate level of loneliness. Based on the self-compassion variable score category, 59 subjects (56.4%) were in the moderate category. Therefore, Nias students at HKBP Nommensen University have moderate levels of self-compassion .

Keywords : Self-Compassion, Loneliness, Students, Migrant Workers

INTRODUCTION

Students who continue their studies at university are in the process of deepening their learning according to their chosen field of study to become individuals who will become intellectuals in society. According to Santrock (Sya'roni, 2019) students are individuals in their developmental period, between the ages of 18 and 25, or in the transition from late adolescence to early adulthood. This period is a transitional period, both physically and intellectually, as well as a transition in social roles, where students assume responsibilities and experience developmental stages as they enter adulthood.

Pursuing higher education, many students leave their hometowns for other areas, known as out-of-town students. They leave their parents and families because the college or field of study they wish to pursue is far from home. This is in line with the statement (Ridha, 2018) where out-of-town students are students who choose to continue their education in other areas with the aim of obtaining a quality education compared to their hometown.

North Sumatra Province, especially Medan City, is one of the cities consisting of several universities, both state and private, which are in great demand and are a dream destination for students to continue their studies, one of which is HKBP Nommensen University.

According to data from the Information Systems Center (PSI) of HKBP Nommensen University in 2024, the number of active students was 6,914, 75% of whom were inter-students from various regions. These students, who continued their studies, came from areas including the Batak ethnic group, such as Toba, Karo, Pak-pak/Dairi, Simalungun, and Angkola/Mandailing regencies. Furthermore, the majority came from Nias Island and Riau Province.

Arisafitri and Izzudin (Abdullah, 2022) state that the Nias people are a group of people living on Nias Island. In their native language, the Nias people call themselves Ono Niha (Ono: children/descendants, Niha: humans) and Tanö Niha (Tanö: land), and their native language is called Li Niha, literally meaning the language of the people or the language of humans. The concept of migration in the Nias language is known as Misiefo. The Nias people mostly live on Nias Island, which is regionally located in North Sumatra. The Nias people prefer to go to other areas to continue their studies because the quality of education in urban areas is better, has more adequate facilities, and of course a different social environment. In line with the statement on Limakabar.com (Haogomano Zega, 2023) states that most students who graduate from high school/vocational school in the Nias Islands prefer to continue their education to universities outside the area. The reason, besides the desire of prospective students themselves, is also due to the still limited facilities and minimal human resources in universities in the region. This statement is in line with the opinion of Sitorus (Hasanah & Pratisti, 2023) who conducted research on Batak students who stated that students want to migrate to seek a better education than their hometown, free from control from their parents, experience new experiences in new areas, learn about the customs and culture of other regions, want to adapt to the environment and also want to train their independence. Continuing other studies is an important and major decision for students who pursue higher education because those who migrate will be faced with and influenced by various changes and characteristics that are certainly different from the environment of their hometown. This is in line with Fauzia (Anggraini, 2021) who said that when individuals are in a place of migration, of course, face any situation and condition, a student is required to be able to handle it themselves, because in a place of migration the situation is different from the previous place so there is very little opportunity to depend on others and the fulfillment of life needs must be handled alone.

Students living away from home naturally live in different places than they did previously, some in boarding houses, rented houses, or dormitories. Some live alone, while others share a boarding house with friends from their hometown, cousins, or fellow students from the same major. Although students living away from home may share a home with familiar friends, they still struggle to cope with personal challenges such as finances, academic pressure, and emotional issues. Friends may provide support, but they are not always able to help address deeper issues (Dwitya & Priyambodo, 2020).

Students who are far from their parents often face problems such as in social relationships, finances or needs, college assignments, demands to be more independent, responsible for themselves, adapt to the environment. problems experienced by students who live away from home are problems with self-confidence and concerns about the grades they will get during college. In addition, difficulties in establishing relationships can cause students to become withdrawn (Gelles, Lord, Hoople, Chen, & Mejia, 2020). Difficulty managing finances can cause stress and anxiety. When far from parents, siblings and close friends,

plus living alone not in their hometown, makes students often feel a deep longing for their families in their hometown. This causes students who live away from home to feel sad, anxious, have difficulty sleeping and always end up crying. Another problem faced by students who live away from home is the tendency to get caught up in a problem, making it difficult to maintain themselves where, this problem can lead to students having difficulty maintaining a balance between personal and academic life. When students living away from home are caught up in these issues, they may struggle to manage stress or maintain focus on completing their assignments, which can impact their academic performance. One of the negative emotions often experienced by students as a consequence of living away from home is loneliness.

As social beings, students who live away from home certainly need other people in their lives to interact, help each other, and support one another. Hidayati (Aziz, Rahmatullah, & Khilmiyah, 2023) stated that one of the causes of individuals feeling lonely is when they have to be far from home and separated from loved ones such as parents and friends. This is also in line with the opinion of Baron (2005) who stated that moving to a new location or a new place can cause loneliness. Therefore, it can be assumed that students who live away from home often experience loneliness due to a lack of deep social support. Even though they live with friends, they may feel that these friends cannot understand their deeper feelings or personal needs. This perceived emotional distance is one of the factors that causes them to feel isolated, even though they are surrounded by people. However, students often feel that their current social relationships do not meet their expectations, resulting in feelings of dissatisfaction with these social relationships (Fachrial & Herdiningtyas, 2023).

Peplau and Perlman (1998) state that loneliness is an unpleasant subjective experience in which the quality and quantity of a person's social relationships experience a significant decline. Baron and Byrne (Susi Fitri & Revitia Thalita Salsabila, 2020) also state that loneliness is an unhappy emotional and cognitive state caused by an unattainable desire for close relationships. When a person feels inadequate and dissatisfied with the relationships they have, they will become lonely.

According to Campus Safety Magazine by Amy Rock (May 23, 2024), nearly two-thirds (64.7%) of college students reported feeling lonely and more than half (51.7%) were worried about their friends' mental health, according to new data. The above data is also supported by Active Minds in a survey of 1,100 US college students, which found that nearly two-thirds (64.7%) of college students reported feeling lonely, and the majority (51.7%) of college students were worried about their friends' mental health, and three out of 10 (28.8%) of college students reported severe psychological distress. This is also supported by Hidayati (2015) in her research on adolescents at Islamic Boarding Schools, which found that out of 254 research subjects, 134 subjects or 52.8% had high levels of loneliness.

The above research is also supported by the results of interviews conducted by researchers on October 19 and 20, 2024 with four Nias ethnic migrant students at HKBP Nommensen University, who said:

"I've experienced loneliness, even frequently, while I was away from home. Even though I was sometimes in crowded environments, I always felt alone." (Personal interview with A, October 19, 2024)

"I feel lonely, very often... because I'm far from my parents and it wasn't just when I was a freshman, but even now I'm often lonely, especially when I miss my parents. Sometimes in my boarding house I often cry, feel anxious, and feel empty." (Personal interview with L, October 19, 2024).

"Well... I used to be lonely, because I felt pressured because I'm a boarding student, I have to be more independent and adapt to my surroundings. But lately I've been locking myself in my room, not wanting to meet up with friends because it's not fun... that's why I prefer to be alone, you know." (Personal interview with T, October 20, 2024).

"I have... because it's hard to adapt and sometimes I'm pressured by other people's judgmental comments, I'm arrogant, and that's why I often isolate myself and always feel lonely." (Personal interview with S, October 20, 2024).

From the results of interviews with four students from the Nias ethnic group, it was revealed that when they first moved away from their parents, they often experienced loneliness. Although they are now often in crowded places, they always feel alone, empty, stressed because they are required to be independent, and have to adapt to the environment. In addition, they said that because they have difficulty adapting to friends, they are sometimes pressured by other people's words, so they isolate themselves, become alone, and experience loneliness. One of them also said that he did not want to gather or meet his friends because he felt he had not found friends who were on the same wavelength, supported and encouraged him to face the problems they faced. Moreover, in the campus environment, it is not uncommon to find individuals who form groups or often called Circles. Circle of Friends or friendship circles are a way for individuals to show their identity which is very necessary so that the individual can be recognized and respected by other individuals. Students feel inferior and cannot meet the standards of other friends both in behavior and lifestyle. This makes them isolate themselves and feel ostracized when they are in these friendship groups. This perception stems from the perception of many fellow students as arrogant, unsociable, and judgmental because of their isolation, which further depresses students and leads to feelings of loneliness and emptiness. Loneliness can lead to anxiety, frequent crying in their dorms, depression, isolation, low self-esteem, and even suicidal thoughts due to the emptiness and difficulty coping with their own problems (Sekhsaria & Pronin, 2021).

Loneliness experienced by students living away from home can have negative impacts. Some of the negative impacts of loneliness are easily bored, feeling unaccepted, difficulty building communication with those around them, withdrawing into themselves, and being unable to solve the problems they face. This statement is also supported by the fact that loneliness can even lead to suicidal thoughts. Furthermore, loneliness has also been found to significantly influence depression. There are also thoughts of ending one's life or committing suicide, cognitive decline, or dementia in individuals who experience loneliness (Akbar & Abdullah, 2021). Because someone experiences social isolation, individuals will be less able to make sense of their lives, which is one of the factors caused by loneliness.

Papalia, Old, and Feldman, in their book Human Development (Ramadhan & Coralia, 2022) state that young adulthood is a time of identity exploration and the search for deep emotional connections. If individuals fail to form meaningful intimate relationships or emotional closeness, they may experience social isolation, which negatively impacts their mental health. Consequently, emotionally isolated individuals are at risk of feeling lonely and may experience depression and stress. This is in line with Sønderby and Wagoner's (Dani & Aryono, 2019) statement that individuals' responses to social conditions can also lead to loneliness. Unmet needs for emotional closeness and intimacy can lead to psychological distress, such as depression or stress, which is referred to as loneliness. This is also supported by research by Diehl, Jansen, Ishchanova, and Hilger-Kolb (TRANGGONO, 2022) that found loneliness affects mental health and well-being, including stress, depression, and feelings of separation due to a lack of social or emotional well-being.

Loneliness can lead to mental health problems, where individuals can experience anxiety and low self-esteem. Furthermore, numerous previous studies have found that loneliness is linked to mental health issues such as poor sleep quality, depression, and personality disorders, with higher levels of loneliness associated with lower quality of life. This is further supported by research by Akin (2010), who found that chronic loneliness is a serious problem, leading to low self-esteem, depression, anxiety, anorexia nervosa, and suicidal thoughts and behavior.

Based on the developmental tasks of early adults (especially students), they are expected to be able to do things that can prevent themselves from exposure to negative emotions such as loneliness. Wandana and Nurwidawati who conducted research on students from out of town at the University of Surabaya, stated that some students believe they must be able to complete what they have started so that it becomes a spark of enthusiasm for out of town students to be able to complete and get out of loneliness (loneliness) which according to students is quite heavy and difficult to get through. Although it is not easy to accept the current situation, they still try to survive and try to accept it in order to avoid loneliness. Repi's (2023) research on out of town students from outside Java stated that the situation of loneliness experienced by out of town students must be able to be overcome. Out of town students in the context of mental health must have a strong mental state during the dynamics in their out of town city.

Maurufoh (2024) in his research stated that one way to overcome loneliness is through self-compassion, which can help individuals face emotional challenges better. Neff (2011) explains that self-compassion is an individual's ability to provide understanding and kindness towards themselves (self-kindness) when experiencing challenges, problems, difficulties without having to criticize or judge themselves excessively. This is when an individual accepts themselves as they are, such as not hurting themselves, not judging themselves, of course, can reflect that the individual has self-kindness, which is one part of self-compassion. In the early adult development stage, if an individual has self-compassion in him, it can be assumed that the individual is less likely to be lonely because he can fill his time with useful activities by entertaining himself. Students who have self-compassion will have the ability to continue to love themselves and treat themselves well. Students can also accept every problem as part of the dynamics of life. In addition, being able to recognize painful thoughts and feelings by balancing them by not over-responding (Neff, 2013).

Individuals who are able to apply self-compassion can accept the problems they experience and do not easily blame themselves when facing failure or unexpected situations. In line with Hidayati (Maulani, 2022) self-compassion is a personality disposition in the form of self-acceptance that creates calm, empathy, sensitivity, warmth, and patience in individuals when facing problems or dealing with other individuals. Self-compassion is a concept that involves the need to manage one's health and well-being, and will create a drive for individuals to take the initiative to make changes in their lives.

Based on the statement above, there are several previous studies that self-compassion has a relationship with loneliness, one of which is Pratiwi, Dahlan, and Damaianti (Ningrum & Intansari, 2023) on students from outside West Java at the Indonesian University of Education. In addition, another study conducted by Wandana and Nurwidawati (Sholichah, 2018) on students from outside the University of Surabaya, where the resulting research shows that self-compassion and loneliness have a moderate relationship. However, research conducted by Hidayati (2015) on adolescents living in Islamic boarding schools found that there was no relationship between self-compassion and loneliness. Some of the results of the above studies are contradictory, therefore further research is needed by empirically

examining the extent of the influence of self-compassion on loneliness in students from outside the University of Surabaya, especially the Nias ethnic group at HKBP Nommensen University.

RESEARCH METHODS

A method is an element in a methodological control system that functions as a tool used by researchers to obtain information, data, and empirical events. A research method itself is a scientific approach used to collect data for specific purposes and benefits. This scientific approach is based on scientific principles, namely rationality, empirical, and systematicity (Hary, 2017). This research uses a quantitative approach, namely an approach that aims to objectively test theories by analyzing the relationships between measurable variables. Typically, data collection is carried out using specific instruments so that the results are numerical data that can be analyzed using statistical techniques (Creswell, 2018).

Creswell population is the entire group of individuals or objects that have certain characteristics that are to be studied. This population is a larger group that is the source of data in research, where objects and subjects have certain characteristics and qualities that have been determined by the researcher to be studied, then analyzed to draw a conclusion. The population taken is male and female students from the Nias tribe at HKBP Nommensen University in the 2021-2024 period, where the number of active students from the Nias tribe based on the Information System Center (PSI) Data of HKBP Nommensen University is 75% in 2024 and there are 330 active students from the Nias tribe.

A sample is a portion of a population that has certain characteristics or traits that will be studied or can be defined as a portion of a population selected using a specific procedure. A sample is a portion of a population selected through a specific method known as a sampling technique. This study uses a non-probability sampling technique, which is a sample selection method without involving an equal opportunity for each member of the population to be selected. The technique used in this study is purposive sampling. The purposive sampling technique is a sampling determination technique with certain considerations. The number of samples for this study will be determined using G-Power version 3.1.9.7.

According to Sugiyono (Maulani, 2022) data collection techniques can be carried out through interviews, scales/questionnaires, observation, documentation, and triangulation. This study used a technique in the form of a psychological scale. A scale is a list of questions given to respondents either directly or indirectly, where respondents are asked to choose one answer according to the conditions experienced. Azwar (2019) defines a psychological scale as a tool or procedure used to measure non-cognitive attributes, which is arranged in a written format. The type of psychological scale used in this study is the Likert Scale, which is a scale used to assess and measure the attitudes, opinions, and perceptions of individuals or groups towards a social phenomenon. The Likert scale is used to produce data that can be analyzed quantitatively. This study used two scales, namely the Loneliness scale and the Self-Compassion scale.

This study employed a quantitative approach, processed using descriptive analysis and inferential statistics. Descriptive analysis was conducted by describing the collected data without drawing general conclusions, while inferential analysis was conducted by testing the research hypothesis using simple linear regression. Simple linear regression analysis aimed to determine whether the independent variable (X), self-compassion, significantly influences the dependent variable (Y), loneliness.

RESULTS AND DISCUSSION

This chapter will describe the results obtained from the statistical data collection and processing process. The explanation includes a general overview of the research subjects, the results of assumption tests, namely normality and linearity, the main and additional findings of the study, and a description of the conditions of *loneliness and self-compassion.* Furthermore, this chapter discusses the interpretation of these research results.

Overview of Research Subjects

The subjects in this study numbered 108 people. The distribution of the subjects will be described below based on gender, age, district of origin, and faculty.

Overview of Research Subjects Based on Gender

An overview of research subjects based on gender can be seen in the pie chart 4.1 below.
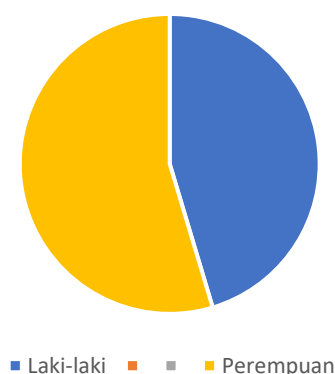

■ Laki-laki ■ ■ ■ Perempuan

Figure 1. Overview of Research Subjects Based on Gender

Based on the image above, it can be seen that the majority of research subjects were women, namely 59 people (54.6%), while the number of men was 49 people (45.4%).

Description of Research Results

Description of Research Variable Scores

In this section, the researcher will describe *self-compassion* and *loneliness* based on empirical and hypothetical mean values. Furthermore, the existing research data is grouped based on categorization criteria. The categorization criteria used in this study are divided into three categories: high, medium, and low. The classification refers to the hypothetical *mean* and standard deviation data (Azwar, 2017) with the following categorization formula:

Table 1. Categorization Formula

Formula	Categorization
Tall	$X \geq (M+1\ SD)$
Currently	$(M - 1SD \leq X < (M + 1SD)$
Low	$X \leq (M -1\ SD)$

Self-compassion **picture towards** *loneliness*

the *self-compassion* variable scores for *loneliness* can be obtained through a significance test of the difference between the empirical and hypothetical means. The empirical and

hypothetical scores for *the self-compassion* and *loneliness scales* can be seen in the following table:

Table 2. *Comparison of Hypothetical Data and Empirical Data*

Variables	Hypothetical				Empirical			
	Min	Max	Mean	Elementary School	Min	Max	Mean	Elementary School
Loneliness	14	56	35	7	15	56	31.40	7.94
Self-Compassion	16	80	48	10.6	25	77	55.55	9.69

Based on the table, the empirical mean *of loneliness* is 31.40 with a standard deviation of 7.94. While the hypothetical mean is 35 with a standard deviation of 7. From the comparison between the empirical mean and the hypothetical mean, it can be seen that the hypothetical mean is greater than the empirical mean (35>31.40). This shows that in general *loneliness* in Nias ethnic students is in the low category. In the *self-compassion variable* , the empirical mean is 55.55 with a standard deviation of 9.69. While the hypothetical mean is 48 with a standard deviation of 10.6. From the comparison between the empirical mean and the hypothetical mean, it can be seen that the empirical mean is greater than the hypothetical mean (55.55>48), so it can be concluded that *self-compassion* in Nias ethnic students is in the high category.

Descriptive Variable of *Loneliness*

Loneliness **Variable Categorization Overview**

loneliness variable was measured using a *loneliness scale* with 14 items. The value of each answer ranges from 1 to 4, with a hypothetical mean of 35 and a standard deviation of 7, resulting in a minimum score of 28 and a maximum score of 42. The *loneliness scores* can be seen in Table 4.8 as follows:

Table 3. *Categorization of Loneliness Variables*

Variables	Value Range	Category	Frequency	Presentation
Loneliness	X < 28	Low	43	39.8%
	28 ≤ X < 42	Currently	56	51.8%
	X ≥ 42	Tall	9	8.33%
Total			108	100%

Based on the categorization in Table above, it can be seen that the majority of Nias ethnic group students have moderate levels of *loneliness* , *namely 56 students (51.8%). The rest have high levels of loneliness* , namely 9 students (8.33%), and low levels, namely 43 students (39.8%).

Loneliness Variable Aspects

Based on the hypothetical mean and standard deviation values, categorization was carried out on each aspect of *the loneliness variable.* The following table shows the results of the categorization of the loneliness aspects, namely *Personality* , *Social Desiability* , and *Depression* .

Table 4. *Categorization of Aspects of Loneliness Variables*

Aspect of Loneliness	Value Range	Categorization	Amount	
			Frequency	Percentage
Personality	$X \le 17.5$	Low	106	98.15%
	$17.5 \le X < 22.5$	Currently	2	1.85%
	$X \ge 22.5$	Tall	0	0%
Total 108 100%				
Social Desireability	$X \le 16$	Low	108	100%
	$16 \le X < 22.6$	Currently	0	0%
	$X \ge 22.6$	Tall	0	0%
Total 108 100%				
Depression	$X \le 17.5$	Low	103	95.37%
	$17.5 \le X < 22.5$	Currently	5	4.63%
	$X \ge 22.5$	Tall	0	0%
Total 108 100%				

Based on the categorization results in Table 4.9, it can be seen that the aspects of *loneliness* are: *Personality aspect,* low category, 106 people (98.15%), medium category, 2 people (1.85%), high category, none (0%). *Social Desire aspect* , low category, 108 people (100%), medium category, none (0%), high category, none (0%). *Depression aspect,* low category, 103 people (95.3%), medium category, 5 people (4.63%), high category, none (0%).

Descriptive Variable of *Self-Compassion*

Self-Compassion **Variable Categorization**

In this study, 16 items were used to measure *self-compassion* . Each answer ranges from 1 to 5, with a hypothetical mean of 48 and a standard deviation of 10.6, resulting in a minimum score of 37.4 and a maximum score of 58.6. The *self-compassion scores* are shown in Table 4.10:

Table 5. *Categorization of Self-Compassion Variables*

Variables	Value Range	Category	Frequency	Presentation
Self-Compassion	$X \le 37.4$	Low	5	4.76%
	$37.4 \le X < 58.6$	Currently	59	54.6%
	$X \ge 58.6$	Tall	44	40.7%
Total			108	100%

Based on the categorization in Table 4.10 above, it can be seen that the majority of Nias students have a moderate level of *self-compassion, namely 59 students (54.6%). The remainder have a high level of self-compassion,* namely 44 students (40.7%), and 5 students (4.76%) have a low level of self-compassion.

Self-Compassion **Variable Aspects**

Based on the hypothetical mean and standard deviation values, categorization was carried out on each aspect of the variable. The following table shows the results of the categorization on the *self-compassion aspect,* namely *Self-Kindness, Common Humanity,* and *Mindfulness.*

Table 6. *Categorization of Self-Compassion Variable Aspects*

Self-Compassion Aspects	**Value Range**	**Categorization**	**Amount**	
			Frequency	**Percentage**
Self-Kindness	X ≤ 23.4	Low	46	42.5%
	23.4 ≤ X < 36.6	Currently	62	57.5%
	X ≥ 36.6	Tall	0	0%
Total 108 100%				
Common Humanity	X ≤ 18.7	Low	108	100%
	18.7 ≤ X < 29.3	Currently	0	0%
	X ≥ 29.3	Tall	0	0%
Total 108 100%				
Mindfulness	X ≤ 18.7	Low	27	25%
	18.7 ≤ X < 29.3	Currently	80	74.1%
	X ≥ 29.3	Tall	1	0.9%
Total 108 100%				

Based on the categorization results in Table 4.11, it can be seen that the aspects of *self-compassion* are: *Self-Kindness aspect* is in the low category for 46 people (42.5%), medium category for 62 people (57.5%), high category for none (0%). *Common Humanity aspect* is in the low category for 108 people (100%), medium category for none (0%), high category for none (0%). *Mindfulness aspect* is in the low category for 27 people (25%), medium category for 80 people (74.1%), high category for 1 person (0.9%).

Discussion

The results of the study indicate that *self-compassion* has an influence on *loneliness* in Nias ethnic group students at HKBP Nommensen University, Medan. This is in line with the results of research by Wandana and Nurwidwati (2024) on out-of-town students at Surabaya State University, which stated that there is a significant relationship between the variable (X) *of self-compassion* and the variable (Y) *of loneliness.* Where the higher *the self-compassion* , the lower the feelings of *loneliness* experienced by out-of-town students.

The study found that *self-compassion* can make someone more resilient and self-accepting. Furthermore, this finding is supported by Sugianto et al. (Sary, 2018) who described a link

between self-compassion and *loneliness , as* it is a way to regulate emotions during the difficult or comfortable transitions associated with college.

Students who migrate tend to be more susceptible to loneliness due to cultural differences between their hometown and the environment in which they study. Furthermore, distance from their parents forces them to be independent, which can ultimately increase the emotional stress they experience. Daniel (Putri & Kiranantika, 2020) supports this statement, stating that despair and depression are also among the consequences of feelings of loneliness in students. Students from Nias who migrate by practicing *self-compassion* can reduce their feelings of *loneliness* .

When individuals can love and cherish themselves, respect themselves, can make peace with themselves without judging when experiencing problems, it will be easier to accept the environment or cultural differences and separation from family, so that these problems do not become obstacles in the process of self-development where there is a demand to solve problms that occur with positive emotions such as feelings of *loneliness.*

Based on the coefficient of determination test, it shows that *self-compassion* contributes 4% to *loneliness,* which means the influence given by variable X is small. This is because it is influenced by other factors such as culture, age, gender or other factors such as *self-esteem* , social support, developmental stage and *personality* . In this study, it was influenced by several cultural factors adopted by the Nias Tribe, where these cultural values are held as their philosophy of life.

The values adopted are "Banua and Fatalifus ö ta", fatalifus ö ta has the meaning of " brotherhood " which is not only based on blood relations (same clan or tribe), but also brotherhood because of being in one environment (one banua) even though the tribe, religion or belief are different. (In this case, Nias students have a bond of brotherhood among their fellow tribesmen who build relationships and help each other when experiencing difficult conditions or situations, so that they do not easily experience negative emotions such as depression, stress, and self-isolation due to loneliness.

Thus, *self-compassion* contributes only a small part to explaining variations in loneliness across individuals. This finding aligns with research conducted by Pratiwi et al. (2019) and Christodoulou and Adonis (Manery, Saija, Angkejaya, & Bension, 2023) which found a negative relationship between *self-compassion* and loneliness, but with a low strength. Furthermore, research by Hidayati (2015) found that *self-compassion* was not associated with *loneliness* .

Based on empirical data and hypothetical data on the *self-compassion variable* , it can be seen that the empirical mean is higher than the hypothetical mean, so it can be concluded that in general *self-compassion* in Nias ethnic students is in the high category. In the *loneliness variable* , the hypothetical mean is higher than the empirical mean, which means that loneliness in Nias ethnic students is in the low category. The results of the categorization criteria based on the most dominant aspects of the *loneliness variable are social desisability* which is in the low category, meaning that they are less able to have the desire for a social life that is liked by their surroundings, where individuals present themselves in a way that is considered acceptable and liked by their surroundings. In this case, individuals must learn to know themselves and be honest with themselves by admitting weaknesses without fear and worry.

the self-compassion variable, where *the common humanity aspect* is in the low category, which means that Nias students are less able to have an awareness that views difficulties, failures, or problems as part of human life and something that everyone experiences and has the

view that they are the most unlucky and suffering in the world. In this case, students from other regions need to increase self-awareness and acknowledge that difficulties and failures are a natural part of life and share experiences and feelings with others to build connections and empathy (Sari, 2021).

Based on the results of several previous studies, the researcher assumes that when students who live away from home have good *self-compassion* , they will feel that their current condition of being far from their family, the problems they face such as academic, economic, and social problems, will be understood positively as a life process so that these students who live away from home will not feel *lonely* even though they live far from their family.

CONCLUSION

Based on research conducted by researchers, namely the influence of self-compassion on loneliness in Nias ethnic migrant students at HKBP Nommensen University, Medan, that:

1. There is a negative influence of self-compassion on loneliness in Nias ethnic group students at HKBP Nommensen University. Thus, the higher the self-compassion, the lower the loneliness, and conversely, the lower the self-compassion, the higher the loneliness in Nias ethnic group students at HKBP Nommensen University.
2. In this study, self-compassion contributed 4% to loneliness, while the remaining 96% was influenced by other factors not examined in this study.
3. Based on the loneliness variable score category, 56 subjects (51.8%) reported moderate levels of loneliness. This indicates that some Nias students at HKBP Nommensen University experience moderate levels of loneliness.
4. Based on the self-compassion variable score category, 59 subjects (56.4%) were in the moderate category. Therefore, Nias students from other ethnic groups at HKBP Nommensen University have moderate levels of self-compassion.

BIBLIOGRAPHY

Abdullah, M. A. (2022). Islamic Religious Education Based On Religious Intersubjectivity: Philosophical Perspectives And Phenomenology Of Religion. *Jurnal Pendidikan Agama Islam*, *19*(1), 141–164. Https://Doi.Org/10.14421/Jpai.2022.191-11

Akbar, S. K., & Abdullah, E. S. P. S. (2021). Hubungan Antara Kesepian (Loneliness) Dengan Self Disclosure Pada Mahasiswa Universitas Teknologi Sumbawa Yang Menggunakan Sosial Media (Instagram). *Jurnal Tambora*, *5*(3), 40–45.

Anggraini, R. (2021). *Hubungan Antara Self Compassion Dan Self Esteem Dengan Self Disclosure Pada Remaja Panti Asuhan Di Pekanbaru*. Universitas Islam Negeri Sultan Syarif Kasim Riau. Opgehaal Van Http://Repository.Uin-Suska.Ac.Id/Id/Eprint/54805

Aziz, A. N., Rahmatullah, A. S., & Khilmiyah, A. (2023). Effects Of Self-Compassion And Self-Disclosure On Mental Health Through Spirituality: A Study On Adolescents In Orphanages. *Islamic Guidance And Counseling Journal*, *6*(2). Https://Doi.Org/10.25217/0020236395700

Dani, R. A., & Aryono, M. M. (2019). Hubungan Psychological Well Being Dengan Loneliness Pada Lansia Yang Memilih Melajang. *Proyeksi*, *14*(2), 162. Https://Doi.Org/10.30659/Jp.14.2.162-171

Dwitya, K. N., & Priyambodo, A. B. (2020). Hubungan Self-Compassion Dan Resiliensi Pada Ibu Dengan Anak Autisme. *Seminar Nasional Psikologi Dan Ilmu Humaniora (Senapih)*, *1*(1).

Fachrial, L. A., & Herdiningtyas, K. (2023). Pengaruh Self Compassion Terhadap Resiliensi Pada Remaja Yang Memiliki Orang Tua Tunggal. *Jurnal Kesehatan Dan Kedokteran*, 2(3), 25–31.

Gelles, L. A., Lord, S. M., Hoople, G. D., Chen, D. A., & Mejia, J. A. (2020). Compassionate Flexibility And Self-Discipline: Student Adaptation To Emergency Remote Teaching In An Integrated Engineering Energy Course During Covid-19. *Education Sciences*, 10(11), 304. Https://Doi.Org/10.3390/Educsci10110304

Hary, Z. A. P. (2017). Hubungan Antara Kelekatan Terhadap Ibu Dengan Tingkat Stres Pada Mahasiswa Perantau. *Skripsi. Universitas Sanata Dharma*.

Hasanah, A. N., & Pratisti, W. D. (2023). *Hubungan Antara Self-Compassion Dan Self-Disclosure Dengan Subjective Well-Being Pada Mahasiswa Pengguna Instagram*. Universitas Muhammadiyah Surakarta. Opgehaal Van Http://Eprints.Ums.Ac.Id/Id/Eprint/115961

Manery, D. E., Saija, A. F., Angkejaya, O. W., & Bension, J. B. (2023). Hubungan Culture Shock Dengan Penyesuaian Diri Mahasiswa Perantau Semester Pertama Tahun 2020 Dan 2021 Di Fakultas Kedokteran Universitas Pattimura Ambon. *Molucca Medica*, 16(1), 39–50. Https://Doi.Org/Https://Doi.Org/10.30598/Molmed.2023.V16.I1.39

Maulani, S. (2022). Gegar Budaya Dan Strategi Adaptasi Budaya Mahasiswa Perantauan Minang Di Jakarta. *Konvergensi: Jurnal Ilmiah Ilmu Komunikasi*, 3(2), 377–391.

Ningrum, S. O. V., & Intansari, F. (2023). Penyesuaian Diri Mahasiswa Perantau Di Universitas Aisyah Pringsewu Tahun 2023. *Jurnal Psikologi*, 1(1), 10.

Putri, A. S., & Kiranantika, A. (2020). Segregasi Sosial Mahasiswa Perantau Di Yogyakarta. *Indonesian Journal Of Sociology, Education, And Development*, 2(1), 42–51. Https://Doi.Org/10.52483/Ijsed.V2i1.20

Ramadhan, P. A., & Coralia, F. (2022). Hubungan Antara Self Disclosure Dan Loneliness Pada Mahasiswa Pengguna Instagram Di Kota Palembang. *Bandung Conference Series: Psychology Science*, 2(2), 525–533.

Sari, Y. (2021). Hubungan Antara Kematangan Emosi Dan Religiusitas Dengan Penyesuaian Diri Pada Mahasiswa Perantau Di Asrama Daerah Mahasiswa Yogyakarta. *Indonesian Psychological Research*, 3(2), 75–81.

Sary, K. A. (2018). *Proses Adaptasi Mahasiswa Perantauan Dalam Menghadapi Gegar Budaya*.

Sekhsaria, S., & Pronin, E. (2021). Underappreciated Benefits Of Reading Own And Others' Memories. *Social Cognition*, 39(4), 504–525. Https://Doi.Org/10.1521/Soco.2021.39.4.504

Sholichah, I. F. (2018). Identitas Sosial Mahasiswa Perantau Etnis Madura. *Psikosains: Jurnal Penelitian Dan Pemikiran Psikologi*, 11(1), 40–52. Https://Doi.Org/Http://Dx.Doi.Org/10.30587/Psikosains.V11i1.635

Susi Fitri, & Revitia Thalita Salsabila. (2020). Gambaran Self-Compassion Guru Bimbingan Dan Konseling Pada Jenjang Sma Negeri Se-Dki Jakarta. *Insight: Jurnal Bimbingan Konseling*, 9(2), 179–192. Https://Doi.Org/10.21009/Insight.092.08

Sya'roni, M. (2019). Strategi Integrasi Pendidikan Anti Radikalisme Dalam Kurikulum Sma/Ma. *Karangan: Jurnal Bidang Kependidikan, Pembelajaran, Dan Pengembangan*, 1(01),

The Effect Of Self-Comassion On Loneliness In Nias Tribe Students At Hkbp Nommensen University, Medan– Mustika Gandariang Gulo, Ronald Panaehan Pasaribu
37–45. Https://Doi.Org/10.55273/Karangan.V1i01.6

Tranggono, A. (2022). *Pengaruh Psychological Well Being Terhadap Loneliness Pada Mahasiswa Rantau Di Kota Makassar*. Universitas Bosowa. Opgehaal Van Http://Localhost:8080/Xmlui/Handle/123456789/2294