



The Relationship of Self-Compassion in Facing Emotional Intelligence of College Students: Perspective of Korean movie 'When Life Gives You Tangerines'

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ABSTRACT

University students often face emotional pressure due to academic demands and social expectations, making emotional regulation an essential skill. This study aims to explore the relationship between self-compassion and emotional intelligence among students, using the Korean drama *When Life Gives You Tangerines* as a reflective emotional context. The drama was selected for its strong depiction of self-compassion values relevant to students' emotional challenges. Using a quantitative correlational approach, the study involved 32 randomly selected students and utilized a Likert-scale questionnaire to measure both variables. Data analysis through Pearson Product-Moment correlation revealed a positive and significant relationship between self-compassion and emotional intelligence ($r = 0.272$; $p = 0.028$). Although the correlation falls within the low category, the result indicates that higher self-compassion is associated with better emotional understanding and regulation. These findings highlight the importance of fostering self-compassion as a foundational element in developing emotional intelligence and supporting students' psychological well-being.

Keywords: Emotional Challenge; Korean Movie; Self-Compassion.

INTRODUCTION

Emotional stress due to academic and social demands among students is now increasingly common (Rahmawati et al., 2025). This condition requires an approach that can help individuals deal with these pressures in a healthy manner (Farida et al., 2025; Nasruddin et al., 2025; Sari & Yustiana, 2022). One relevant approach is self-compassion, which can be found in the once popular movie series, the Korean movie series *When Life Gives You Tangerines*, which offers valuable lessons about self-compassion as a means to face various life challenges (Femina, 2025; Norhidayah & Surawan, 2025). Self-compassion is an individual's ability to deal with suffering, inadequacies, and failures by providing warmth and understanding to oneself instead of being indifferent or berating oneself, which in turn can prevent painful experiences, encourage proactive behavior for personal well-being, and foster positive thoughts such as happiness, optimism, calmness, and a sense of peace (Neff, 2023; Ananda & Surawan, 2025).

Now that the importance of self-compassion is increasingly recognized, many college students still experience difficulties in applying it in their daily lives (Agatha & Siregar, 2023; Smeets et al., 2024). Research shows that many college students feel pressured to meet academic and social expectations, which often leads to excessive self-criticism (Arjuna et al., 2024). A study by Wilianaza & Suhana, (2023) found that college students with low levels of self-compassion tend to experience higher levels of stress and anxiety. This suggests that a lack of self-compassion can worsen emotional conditions, thus making more vulnerable to mental health problems (Elsa & Surawan, 2025). In addition, research by Wijayanti et al., (2024) revealed that students who do not have adequate self-compassion often have difficulty in overcoming failures and life challenges. Students tend to be harder on themselves and feel alienated, which can exacerbate feelings of anxiety and depression (Safarina et al., 2022). The research shows that despite being in a supportive environment, students still have difficulty

developing a positive attitude towards themselves, so it is important to be educated about self-compassion in dealing with emotional intelligence.

In the past five years, various studies have consistently emphasized the relevance of self-compassion in enhancing emotional intelligence and psychological well-being among college students. For instance, Suryanata et al. (2025) demonstrated that self-compassion plays a critical role in fostering mental resilience, particularly when complemented by strong social support networks. Similarly, Ausie & Poerwandari, (2021) found that self-compassion serves as a protective factor against stress and anxiety, significantly improving students' mental health outcomes. Anggasta & Dharswani, (2023) further explored its practical function in helping students cope with academic and personal stressors. Meanwhile, Rosenthal et al., (2021) established that self-compassion is more effective than self-esteem in reducing depressive symptoms among university students. The novelty in these studies lies in their concentrated focus on the university population and the increasingly complex emotional landscape faced by students in the modern educational environment (Rostiawan et al., 2025).

This study builds upon existing literature by introducing a unique narrative-based context through the integration of media—specifically the Korean movie *When Life Gives You Tangerines*—as a reflective framework for exploring emotional development. The movie centres on the character Ae-sun, who undergoes a profound emotional transformation grounded in themes of self-acceptance and healing. Through this storyline, the movie conveys the importance of self-love as a path to resilience, which aligns closely with the concept of self-compassion (Femina, 2025; Sumendap & Tumuju, 2023). By connecting students' personal reflections to the emotional journeys of the characters, the current study offers a novel interdisciplinary perspective that bridges psychology, education, and media studies.

What sets this study apart is its innovative approach to using culturally resonant media as a pedagogical and psychological stimulus. Rather than examining self-compassion in isolation, it situates the concept within a narrative and emotional experience, allowing students to identify emotionally with characters, process internal experiences more safely, and build emotional insight in a more engaging way. This approach not only enriches the understanding of emotional intelligence but also opens up new pathways for designing student-centred, emotionally intelligent interventions within higher education. The importance of this research lies in its potential to inform and shape mental health strategies, character education, and emotionally responsive learning environments. As emotional intelligence is widely recognized as a critical factor in academic success, leadership, social integration, and long-term psychological health (Goleman, 1995; Mayer & Salovey, 1997), understanding how self-compassion contributes to its development is essential—especially in the context of increasing mental health concerns among youth. This study further emphasizes the need for emotional support systems that promote self-kindness, empathy, and adaptive coping mechanisms in academic life.

This study contributes to the academic literature in three key areas: theoretical advancement, methodological innovation, and practical application. Theoretically, it reinforces and extends existing models of emotional intelligence by proposing self-compassion as a foundational component of emotional growth. Methodologically, it presents an innovative framework by integrating media narratives into psychological inquiry—specifically, how emotionally resonant storytelling can serve as a reflective tool for emotional development. Practically, the findings support the integration of self-compassion training into university counselling programs and character education curricula. By engaging students through relatable emotional experiences portrayed in popular media, the study opens opportunities for creative, emotionally anchored interventions that go beyond traditional lectures or psychological assessments. Ultimately, this research not only deepens our understanding of how self-compassion and emotional intelligence are linked but also provides a culturally relevant, student-centred model for emotional education in higher education settings.

METHOD

This study employed a quantitative research design with a correlational approach aimed at examining the relationship between self-compassion and emotional intelligence among university students who had watched the Korean Movie *When Life Gives You Tangerines*. Quantitative research is appropriate when the goal is to measure relationships between variables in a systematic and objective manner (Creswell, 2014). The type of research used is quantitative, and the specific method is correlational. A correlational approach is suitable for identifying and analysing the strength and direction of relationships between two or more variables without manipulation (Fraenkel et al., 2012). In this case, the two variables under investigation are self-compassion (independent variable) and emotional intelligence (dependent variable).

The population in this study consisted of undergraduate students who had viewed *When Life Gives You Tangerines*. The sampling technique used was simple random sampling, a probability sampling method that gives all members of the population an equal chance of being selected (Sugiyono, 2019). A total of 32 students were randomly selected to represent the sample. Data were collected using a structured questionnaire distributed to the participants. The instrument was divided into two main parts:

1. Self-Compassion Scale, based on the framework developed by Neff (2003, 2023), which includes three core components: self-kindness, common humanity, and mindfulness.
2. Emotional Intelligence Scale, adapted from Goleman's (1995, 1998, 2000) emotional intelligence model, assessing self-awareness, self-regulation, motivation, empathy, and social skills.

A Likert scale format was used for each item, allowing respondents to indicate their level of agreement on a scale (typically from 1 = strongly disagree to 5 = strongly agree), as is standard in psychological and educational assessments (Sugiyono, 2019). Prior to use, the questionnaire underwent validity and reliability testing:

1. Content validity was established through expert judgment to ensure the instrument measured the intended constructs (Azwar, 2016).
2. Reliability was tested using Cronbach's Alpha, with $\alpha \geq 0.70$ indicating acceptable internal consistency (Taber, 2018; Nunally & Bernstein, 1994).

The data were analysed using Pearson Product Moment correlation analysis, a statistical technique suitable for examining the linear relationship between two continuous variables (Santosa, 2014) (Santoso, 2014). This test was carried out using IBM SPSS Statistics version 27. The strength of the correlation was interpreted using the following criteria (Sugiyono, 2019):

1. 0.00–0.199 = very weak
2. 0.20–0.399 = weak
3. 0.40–0.599 = moderate
4. 0.60–0.799 = strong
5. 0.80–1.00 = very strong

The level of statistical significance was set at $\alpha = 0.05$. A p-value below this threshold indicates that the correlation is statistically significant, allowing rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1), confirming that a significant relationship exists between self-compassion and emotional intelligence.

RESULTS AND DISCUSSION

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Table 1. Pearson product moment Correlation Test Results

Correlations		Self-Compassion	Emotional Intelligence
Self-Compassion	Pearson Correlation	1	.272
	Sig. (2-tailed)		.028
	N	32	32
Emotional Intelligence	Pearson Correlation	.272	1
	Sig. (2-tailed)	.028	
	N	32	32

The data analysis performed using IBM SPSS Statistics 27 revealed a Pearson correlation coefficient of 0.272 between self-compassion and emotional intelligence in college students, accompanied by a significance value of 0.028. Since this p-value is below the conventional alpha level of 0.05, the null hypothesis (H0), which states there is no significant relationship between self-compassion and emotional intelligence, is rejected in Favor of the alternative hypothesis (H1). This confirms a statistically significant association between the two variables. Despite the relationship being categorized as weak or low in strength based on the correlation coefficient, its statistical significance suggests that increases in self-compassion are positively linked to increases in emotional intelligence within this population. To contextualize these results theoretically, it is important to revisit the fundamental frameworks of emotional intelligence (EI). Mayer and Salovey's (1997) ability model define EI as a set of cognitive-emotional abilities: perceiving emotions accurately, facilitating thought by harnessing emotions, understanding emotional meanings, and managing emotions effectively. Self-compassion, as conceptualized by Neff (2003), involves self-kindness, common humanity, and mindfulness—elements that foster a non-judgmental

awareness and acceptance of one’s own emotional experiences. This internal attitude creates the psychological space necessary for emotional self-awareness and self-regulation, which are central to Mayer and Salovey’s EI model. By reducing harsh self-criticism and emotional avoidance, self-compassion allows individuals to face their emotions with openness, facilitating better emotional management and decision-making.

Complementarily, Daniel Goleman’s (1995) mixed model of emotional intelligence includes five key components: self-awareness, self-regulation, motivation, empathy, and social skills. Self-compassion is particularly relevant to the first two components—self-awareness and self-regulation—as it nurtures an individual’s ability to recognize and regulate their emotional states without becoming overwhelmed or resorting to negative coping mechanisms such as rumination or denial. Furthermore, by promoting self-acceptance, self-compassion strengthens the capacity for empathy—the ability to understand and resonate with the feelings of others—because individuals who are kinder to themselves tend to extend this kindness outwardly in social interactions. This link between intrapersonal kindness and interpersonal sensitivity exemplifies how self-compassion can act as a foundational element in the broader architecture of emotional intelligence. The study’s statistical findings were further validated through comparison with critical values from the correlation coefficient tables at the 5% significance level, where the observed coefficient (0.272) exceeded the threshold value (approximately 0.270). This statistical rigor affirms that the relationship between self-compassion and emotional intelligence is unlikely to be due to chance, reinforcing the relevance of self-compassion in supporting emotional intelligence development among college students.

From a practical standpoint, this association has profound implications for educational psychology and student development. College students face numerous stressors, including academic challenges, social pressures, and identity formation crises, all of which demand robust emotional competencies. The presence of self-compassion can buffer against the detrimental effects of stress by fostering resilience and adaptive emotional regulation. Students who treat themselves with kindness when confronted with failure or setbacks may be less prone to debilitating self-criticism and more capable of maintaining motivation and engagement. This, in turn, enhances their emotional intelligence, enabling more effective communication, conflict resolution, and relationship building within the academic environment. However, it is crucial to recognize that the modest strength of the correlation indicates emotional intelligence is a multifaceted construct influenced by numerous factors beyond self-compassion alone. Elements such as personality traits, social support systems, cultural context, and cognitive abilities also substantially contribute to EI. Therefore, interventions aimed at enhancing emotional intelligence should adopt an integrative approach, combining self-compassion training with skill-building in areas like active listening, emotional literacy, stress management, and social problem-solving.

In summary, the results of this study corroborate a statistically significant, though modest, positive relationship between self-compassion and emotional intelligence in college students. This finding is supported by established theoretical models, namely Mayer and Salovey’s ability model (2016) and Goleman’s (2000) mixed model of emotional intelligence, which emphasize the importance of emotional awareness and regulation. Self-compassion emerges as a critical internal resource that fosters these capabilities, thereby enhancing students’ capacity to understand, manage, and respond adaptively to their own emotions and the emotions of others. The educational implications suggest that cultivating self-compassion can be an effective foundational strategy to promote emotional intelligence, resilience, and overall well-being in academic settings. Follow these rules to interpret the correlation coefficient to find out how strong the relationship between self-compassion and students’ emotional intelligence:

Table 2. Guidelines for interpreting the correlation coefficient

Coefficient Interval	Description
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Data source: (Sugiyono, 2013).

Based on the analysis, the Pearson correlation coefficient of 0.272 indicates a positive yet weak relationship between self-compassion and emotional intelligence among college students. This means that as students’ levels of self-compassion increase, their ability to recognize, manage, and respond to emotions also tends to improve. Although the strength of this relationship is modest, the positive correlation nonetheless highlights that self-

compassion contributes, even if partially, to the development of emotional intelligence. From a theoretical perspective, this finding aligns with Neff's (2023) concept of self-compassion as a foundational psychological resource. Self-compassion enables individuals to treat themselves with kindness and acceptance in moments of failure or distress, creating emotional space for greater self-awareness and emotional regulation—both core elements of emotional intelligence as described by Goleman (2000). When people practice self-compassion, they are less likely to be trapped in cycles of shame or harsh self-criticism, which can disrupt emotional balance. This, in turn, supports healthier management of emotions and more adaptive responses in interpersonal interactions (Femina, 2025).

The narrative portrayed in the Korean movie *When Life Gives You Tangerines* enriches this understanding by illustrating the emotional journeys of characters such as Ae-sun and Gwan-sik. Ae-sun, in particular, exemplifies how self-acceptance fosters not only calm handling of personal pain but also heightened sensitivity and empathy toward others. Her story demonstrates that self-compassion is not a sign of weakness but rather a source of inner strength that enables one to connect more deeply and compassionately with those around them. This portrayal resonates with the views of Muslich, (2022) and Lickona, (2022), who emphasize the vital role of self-compassion in building resilience among students facing academic and personal challenges. Educationally, these findings underscore the importance of integrating self-compassion training into programs aimed at enhancing students' emotional intelligence (Budi, 2024). By fostering a kinder attitude toward oneself, students may become better equipped to manage stress, resolve conflicts constructively, and maintain motivation throughout their academic journey. Research by Hairina et al. (2023) and Kartikawati (2023) supports this, showing that self-compassion strengthens social skills and empathy—key components of emotional intelligence.

In conclusion, despite the modest correlation, self-compassion remains a critical foundation for developing emotional intelligence among college students. The ability to accept and regulate one's emotions through self-kindness not only supports academic success but also promotes healthier social and emotional functioning. The experiences of Ae-sun in *When Life Gives You Tangerines* vividly illustrate how embracing self-compassion can help individuals endure and grow through life's emotional challenges. This study highlights the potential benefits of further research and intervention development focused on cultivating self-compassion to enhance emotional intelligence in educational contexts.



Figure 1. Deep sadness at the loss of loved ones

Self-compassion, which involves treating oneself with kindness, understanding, and acceptance during times of failure or difficulty, is deeply connected to emotional intelligence. Emotional intelligence encompasses the ability to recognize, understand, manage, and regulate emotions—both one's own and those of others. The relationship between the two constructs can be understood through several key points. First, self-compassion enhances emotional awareness by encouraging individuals to acknowledge their emotional experiences without judgment. Second, it supports emotional regulation, as self-compassionate individuals are more likely to soothe themselves during distress, rather than reacting impulsively or harshly. Third, self-compassion fosters empathy and understanding, which are also central components of emotional intelligence, particularly in interpersonal contexts. Lastly, by reducing negative emotional patterns such as self-criticism or rumination, self-compassion helps build resilience and emotional stability, contributing to overall emotional well-being. The reasons self-compassion is related to emotional intelligence are as follows:

1. Self-Compassion as a Foundation for Enhancing Emotional Intelligence

Self-compassion is not merely an act of being kind to oneself; it serves as a psychological foundation that nurtures the broader construct of emotional intelligence. Individuals who embody self-compassion possess a

greater capacity to understand, accept, and forgive themselves in the face of failure, stress, or adversity (Naidoo & Oosthuizen, 2024; Fitria, 2024; Rahmayanti & Nashori, 2024). This inward kindness creates the emotional space needed for self-awareness and emotional regulation—two core dimensions of emotional intelligence. Self-awareness involves recognizing and understanding one's emotional states. When individuals practice self-compassion, they are more attuned to their internal experiences without suppressing or overreacting to them. This balanced awareness enables them to manage emotions constructively, rather than being overwhelmed by them. In turn, emotional regulation becomes more accessible, as self-compassionate individuals are less likely to fall into cycles of guilt, shame, or harsh self-criticism. These regulatory skills are essential not only for personal well-being but also for interacting effectively with others.

The movie *When Life Gives You Tangerines* offers a vivid portrayal of this connection through the character Ae-sun. Her journey highlights how self-acceptance fosters a deeper emotional sensitivity toward others. Ae-sun does not merely cope with her own pain—she processes it with grace, and in doing so, becomes more attuned to the emotional struggles of those around her. This illustrates a critical insight: when individuals are no longer at war with their own emotions, they become more available to offer empathy and compassion to others. Emotional intelligence, therefore, is enhanced not just by cognitive understanding, but by emotional openness rooted in self-compassion. This perspective is supported by research from Hairina et al., (2023) Fikam et al., (2024) and Kartikawati (2023), who argue that self-compassion plays a significant role in developing interpersonal skills such as empathy, active listening, and conflict resolution. These are not secondary traits—they are central to the definition of emotional intelligence. Moreover, individuals who cultivate self-compassion tend to respond to interpersonal tension with patience and clarity, rather than defensiveness or withdrawal. This is particularly relevant in high-stress environments such as academic settings, where students must balance emotional self-control with the need to collaborate, negotiate, and support peers (Khasanah et al., 2025; Guan et al., 2024).

Ae-sun's actions in the movie show that self-compassion is not a passive or self-indulgent stance, but a source of inner strength. She offers support without judgment, listens without interrupting, and remains grounded even in emotionally intense situations. These are hallmarks of high emotional intelligence, and they stem not from emotional detachment, but from emotional balance and self-understanding. In this sense, self-compassion functions as an emotional anchor—it stabilizes the self and strengthens the individual's ability to connect with others in meaningful, empathetic ways. In conclusion, self-compassion can be considered a foundational pillar in the development of emotional intelligence. It fosters essential emotional competencies such as self-awareness, empathy, emotional regulation, and social skills. When individuals extend kindness inward, they cultivate the capacity to extend the same understanding outward—creating emotionally intelligent individuals who are not only in tune with their own experiences but also capable of navigating the complexities of human relationships with sensitivity and wisdom.

2. Self-Compassion Helps to Deal with Academic Failure

Self-compassion plays a vital role in helping individuals navigate academic failure by fostering emotional intelligence and psychological resilience (George et al., 2023; Liu et al., 2024; Budayao et al., 2024). Academic life is inherently filled with pressures—ranging from high expectations, tight deadlines, competitive environments, to moments of failure such as receiving low grades or not meeting personal academic goals. These experiences can be emotionally taxing, often triggering feelings of inadequacy, frustration, or even self-blame. The importance of self-compassion becomes evident when students are able to respond to these setbacks not with harsh self-criticism, but with kindness and understanding toward themselves. By embracing self-compassion, individuals acknowledge their pain without over-identifying with it or letting it define their worth. This acceptance encourages emotional regulation, a key aspect of emotional intelligence, which allows students to manage stress and maintain motivation even when outcomes are unfavourable.

A relevant illustration of this can be seen in episode 12 of *When Life Gives You Tangerines*, where characters confront various forms of loss, such as the end of relationships, bereavement, and separation. Although these events are not academic in nature, the emotional impact mirrors the disappointment and grief students often feel after academic failure. The characters in the story do not suppress their pain; instead, they embrace it with compassion and emotional maturity—highlighting the universal relevance of self-compassion across life domains. For students, adopting a similar mindset can transform failure into an opportunity for growth. Rather than being consumed by guilt or shame, self-compassionate students are more likely to reflect on their experiences constructively. This reflective process enables them to extract valuable lessons, adapt their strategies, and persevere in their academic journey. Research by Rifaldi et al. (2025) and Hou et al. (2025) echoes this idea,

showing that students with higher levels of self-compassion tend to recover more quickly from academic setbacks and maintain a more positive outlook.

Moreover, the findings of Prabowo et al., (2025) and Tari et al., (2024) reinforce that self-compassion is a protective factor against burnout, perfectionism, and chronic stress. Students who cultivate this trait are less prone to giving up in the face of difficulties, as they can balance self-reflection with emotional support. Rather than internalizing failure as a personal flaw, they view it as part of the broader learning process. In conclusion, self-compassion serves as a bridge between emotional intelligence and academic resilience. It allows students to face academic failure with grace and dignity, nurturing a healthier mindset that promotes continuous growth, emotional stability, and sustained motivation in the face of challenges.

3. Social Skills and Interaction with Others

Self-compassion has emerged as a critical psychological construct that supports emotional intelligence, especially in the context of social functioning and interpersonal relationships. While much of the discussion around self-compassion focuses on its intrapersonal benefits—such as reduced self-criticism and improved emotional regulation—recent findings emphasize its powerful impact on how individuals relate to others. Social skills, including empathy, cooperation, and effective communication, are enhanced when individuals cultivate self-kindness and emotional awareness (Lestari & Rokhmaniyah, 2024; Merlin & Soubramanian, 2024; Merlin J. & Soubramanian, 2024). In this sense, self-compassion plays a critical role not only in emotional self-regulation but also in forming healthy and meaningful interpersonal relationships. The movie *When Life Gives You Tangerines* vividly illustrates this concept through the character Geum Myeong, Ae-sun's daughter, who experiences a series of traumatic events and personal losses. Despite being deeply affected by these experiences, Geum Myeong gradually undergoes a process of emotional healing and self-acceptance. Her decision to open herself up to a new relationship with Park Cheong Seop demonstrates a significant emotional shift. It indicates a deeper level of emotional maturity, built on self-compassion, which enables her to form a healthier, more empathetic relationship.

This transformation highlights the notion that self-compassion allows individuals to reconcile with their past and forgive themselves, thus creating the emotional space needed to connect with others in a more open and sincere manner. Geum Myeong's journey reflects the development of emotional intelligence, particularly in the domains of empathy, relationship management, and emotional expression. Her ability to form a new bond without being hindered by past pain shows how internal healing supports external connection. In the context of university students, strong social skills are essential for cultivating a supportive, collaborative, and productive academic environment. Students are expected to work in teams, manage interpersonal conflicts, and communicate effectively across diverse settings. Those who practice self-compassion tend to be more emotionally open, patient in discussions, and cooperative in group settings (Wu et al., 2024). These qualities foster not only better academic performance but also psychological well-being and social cohesion.

Research by Zaharuddin & Wahyuni, (2021), Giyati & Whibowo, (2023) and Syafii et al., (2024) supports this notion, highlighting that emotionally intelligent students tend to build stronger social bonds and exhibit more adaptive interpersonal behaviour. Emotional intelligence in this context is not merely the ability to read emotions, but also the capacity to act on that understanding in a way that promotes harmony and mutual respect. Self-compassion plays a key role in this by nurturing an internal sense of worth and emotional security, which then translates into more constructive and emotionally aware interactions with others. Thus, the ability to interact socially and maintain healthy relationships is not isolated from one's inner emotional world. In fact, self-compassion can be seen as the bridge between internal emotional regulation and external social behaviour. Students who develop self-compassion are not only more resilient but also more socially intelligent, which contributes to both their academic performance and their psychological well-being. The movie and the supporting empirical literature both suggest that by learning to be kind to themselves, individuals unlock the emotional clarity and empathy needed to connect meaningfully with others.

CONCLUSION

The researcher found a favourable and statistically significant correlation between emotional intelligence and self-compassion watching the Korean Movie *When Life Gives You Tangerines*. The statistical study revealed a low but significant relationship between compassion and emotional intelligence; the correlation coefficient was 0.272 and the significance level was 0.028. The results showed that students' capacity to handle emotional intelligence increased with the level of self-compassion, but the correlation was not statistically significant. In

addition, the movie that served as inspiration for this study provides a vivid illustration of how self-compassion plays a role in shaping emotional intelligence and self-compassion. Thus, self-compassion can be one of the important foundations in developing students' emotional intelligence. This research also underscores the importance of developing a compassionate attitude towards oneself as part of efforts to improve the mental well-being of students amidst the academic and social pressures they face.

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