

**PENGARUH *PARENTAL BONDING* TERHADAP *IMPOSTOR PHENOMENON*  
DIMEDIASI *WELAS DIRI (SELF-COMPASSION)* PADA MAHASISWA  
DI BANDUNG RAYA**

**SKRIPSI**

Diajukan untuk memenuhi salah satu syarat  
untuk memperoleh gelar Sarjana Psikologi



Disusun oleh:

Adinda Zhavira

NIM. 1808468

**PROGRAM STUDI PSIKOLOGI  
FAKULTAS ILMU PENDIDIKAN  
UNIVERSITAS PENDIDIKAN INDONESIA  
2023**

**PENGARUH *PARENTAL BONDING* TERHADAP *IMPOSTOR PHENOMENON*  
DIMEDIASI WELAS DIRI (*SELF-COMPASSION*) PADA MAHASISWA DI  
BANDUNG RAYA**

Oleh:

Adinda Zhavira

Sebuah Skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Sarjana Psikologi di Program Studi Psikologi Fakultas Ilmu Pendidikan

©Adinda Zhavira

Universitas Pendidikan Indonesia

Agustus 2023

©Hak cipta dilindungi oleh undang-undang

Skripsi ini tidak boleh diperbanyak seluruhnya atau hanya sebagian, dengan cetak  
ulang, atau cara lainnya tanpa izin dari peneliti

Adinda Zhavira, 2023

***PENGARUH PARENTAL BONDING TERHADAP IMPOSTOR PHENOMENON DIMEDIASI WELAS DIRI (SELF-COMPASSION) PADA MAHASISWA DI BANDUNG RAYA***

Universitas Pendidikan Indonesia | [repository.upi.edu](https://repository.upi.edu) | [perpustakaan.upi.edu](https://perpustakaan.upi.edu)

## LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “**Pengaruh Parental Bonding terhadap Impostor Phenomenon Dimediasi Welas Diri (Self-Compassion) pada Mahasiswa di Bandung Raya**” seluruh isinya adalah benar karya saya sendiri. Saya tidak melakukan penjiplakan dan pengutipan yang tidak sesuai dengan etika keilmuan. Atas pernyataan ini, saya siap menanggung risiko atau sanksi di kemudian hari apabila ada klaim pihak lain atau pelanggaran etika keilmuan terhadap karya saya.

Bandung, 13 Agustus 2023

Yang membuat pernyataan,



Adinda Zhavira

NIM. 1808468

## KATA PENGANTAR

Segala puji dan syukur peneliti panjatkan kepada Allah *subhanahu wata'ala* karena berkat rahmat dan keridaan-Nya, peneliti dapat menyelesaikan skripsi yang berjudul “Pengaruh *Parental Bonding* terhadap *Impostor Phenomenon* Dimediasi oleh *Welas Diri (Self-Compassion)* pada Mahasiswa di Bandung Raya”. Salawat serta salam semoga tercurah kepada baginda Nabi Muhammad *shallallahu'alaihi wa sallam*, keluarganya, sahabatnya, keturunannya, dan kita semua selaku umatnya hingga akhir zaman.

Skripsi ini merupakan salah satu syarat untuk memperoleh gelar Sarjana Psikologi di Program Studi Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia. Peneliti menghaturkan terima kasih banyak kepada semua pihak yang terlibat dalam penelitian ini. Selain itu, peneliti menyadari bahwa terdapat banyak kekurangan dalam penelitian ini sehingga dengan sangat terbuka peneliti menerima segala kritik dan saran dari para pembaca. Semoga skripsi ini dapat diambil manfaatnya untuk seluruh pihak yang membacanya dan kemajuan ilmu psikologi di Indonesia.

Bandung, 13 Agustus 2023



Peneliti

## UCAPAN TERIMA KASIH

Segala puji dan syukur peneliti panjatkan kepada Allah *subhanahu wata'ala* karena berkat rahmat dan keridaan-Nya peneliti dapat menyelesaikan tugas akhir sebagai mahasiswa. Selama penyusunan skripsi, peneliti tidak luput mendapatkan segenap bantuan dalam berbagai wujud dan rupa. Dalam kesempatan ini, dengan penuh ketulusan hati, peneliti ingin mengucapkan terima kasih yang sebesar-besarnya kepada:

1. Orang tua tersayang, Ayah dan Bunda yang senantiasa mendoakan dan memberi dukungan penuh selama peneliti menjalani masa perkuliahan, hingga akhirnya peneliti dapat menyelesaikan skripsi.
2. Dosen pembimbing skripsi, Ibu Dr. Herlina, M.Pd., Psikolog dan Bapak Helli Ihsan, M.Si. yang selalu memberikan arahan, masukan, dan membimbing peneliti dari awal hingga akhir penyelesaian skripsi.
3. Dewan penguji, Ibu Dr. Herlina, M.Pd., Psikolog, Ibu Sitti Chotidjah, M.A., Psikolog, dan Bapak Muhammad Ariez Musthofa, M.Si., yang telah memberi arahan dan masukan yang membangun dalam penyusunan skripsi.
4. Kepala Program Studi Psikologi, Ibu Dr. Sri Maslihah, M.Psi., Psikolog, yang telah membimbing dan menaungi peneliti untuk belajar selama menjadi mahasiswa di Program Studi Psikologi UPI.
5. Dosen wali, Ibu Anastasia Wulandari, M.Psi. yang telah memberi segenap dukungan, perhatian, serta semangat di masa perkuliahan.
6. Bapak dan ibu dosen Program Studi Psikologi UPI yang telah mengajarkan ilmu dan adab selama masa perkuliahan.
7. Kakak dan adik, Uni Syifaa, Aa Arifin, dan Althav yang mendampingi masa perjalanan kuliah peneliti seraya memberikan dukungan, semangat, dan doa kepada peneliti.
8. Teman-teman seperjuangan Psikologi UPI, khususnya kepada angkatan kopipanas 2018 yang telah saling membantu, mendukung, dan menyemangati peneliti dalam menyelesaikan masa perkuliahan hingga menyelesaikan skripsi.
9. Seluruh teman dan sahabat peneliti yang namanya tidak dapat disebutkan satu-persatu namun senantiasa memberi perhatian untuk saling mendukung, saling membantu,

saling menyemangati, mendoakan, serta “saling” yang lainnya dengan peneliti dalam kebaikan yang semoga Allah *ta’ala* ridai.

10. Seluruh rekan-rekan dan responden yang berkontribusi dalam mengisi dan menyebar kuesioner penelitian.
11. Kepada seluruh pihak yang telah membantu dan mendukung peneliti baik secara langsung maupun tidak langsung.

Bandung, 31 Juli 2023

Adinda Zhavira

## ABSTRAK

**Adinda Zhavira (1808468).** Pengaruh *Parental Bonding* terhadap *Impostor Phenomenon* Dimediasi *Welas Diri (Self-Compassion)* pada Mahasiswa di Bandung Raya. Skripsi. Program Studi Psikologi, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia. (2023).

Tujuan penelitian ini adalah untuk menguji mediasi *welas diri (self-compassion)* pada pengaruh *parental bonding* terhadap *impostor phenomenon* pada mahasiswa di Bandung Raya. Penelitian melibatkan 289 responden perempuan dan 107 responden laki-laki (N=396) yang diperoleh menggunakan teknik *accidental sampling*. Responden mengisi instrumen yang telah diadaptasi ke Bahasa Indonesia yang terdiri atas *Self-Compassion Scale (SCS)* dengan reliabilitas 0,81 untuk mengukur *welas diri*, *Parental Bonding Instrument (PBI)* dimensi *parental care* dengan reliabilitas 0,87 dan dimensi *parental control* dengan reliabilitas 0,76 untuk mengukur persepsi individu terhadap *Parental Bonding*, dan *Clance Impostor Phenomenon Scale (CIPS)* dengan reliabilitas 0,89 untuk mengukur gejala *impostor*. Teknik analisis data yang digunakan adalah teknik analisis jalur (*path analysis*) untuk mengetahui pengaruh *parental bonding* terhadap *impostor phenomenon* dimediasi *welas diri* pada mahasiswa di Bandung Raya. Hasil Penelitian menunjukkan bahwa *welas diri* dapat memediasi pengaruh *parental bonding* dimensi *parental care* dan *parental control* terhadap *impostor phenomenon*.

**Kata Kunci:** *parental bonding, self-compassion, impostor phenomenon, impostor syndrome, mahasiswa.*

## ABSTRACT

**Adinda Zhavira (1808468).** *The Effect of Parental Bonding to Impostor Phenomenon Mediated by Self Compassion Among College Students in Bandung City. Department of Psychology, Faculty of Education, Education University of Indonesia. (2023).*

*The current study aims to investigate the relationship between the impostor phenomenon and self-compassion in adult students, while inspecting the latter variable's mediating role in the relationship between students' recollections of their parents' parenting styles and their current impostor expressions. The study comprised 289 females and 107 males (N=396) who completed online forms of the Clance Impostor Phenomenon Scale (CIPS;  $r=0.89$ ), the Parental Bonding Instrument (PBI;  $r\text{ care}=0.87$ ;  $r\text{ control}=0.76$ ), and Self-Compassion Scale (SCS;  $r=0.81$ ) which collected by accidental sampling. The participants' self-compassion was negatively correlated (at medium to strong size) with their impostor expressions. Perceived parental care was indirectly associated with the students' impostor expressions through self-compassion, meaning that the sample's students who perceived their parents as high caring exhibited lower impostor expressions because they were more compassionate. Also, perceived parental control was negatively associated with the students' impostor expressions through self-compassion. Namely, students who perceived their parents as more controlling had greater impostor expressions because they were less compassionate. The etiological significance and applied implications of these findings are discussed.*

**Keywords:** *impostor phenomenon, impostor syndrome, parental bonding, self-compassion, students.*



## DAFTAR ISI

|  |             |
|--|-------------|
| <b>KATA PENGANTAR .....</b>                          | <b>i</b>    |
| <b>UCAPAN TERIMA KASIH.....</b>                      | <b>ii</b>   |
| <b>ABSTRAK.....</b>                                  | <b>iv</b>   |
| <b>DAFTAR ISI .....</b>                              | <b>vi</b>   |
| <b>DAFTAR TABEL.....</b>                             | <b>viii</b> |
| <b>DAFTAR GAMBAR .....</b>                           | <b>ix</b>   |
| <b>BAB I – PENDAHULUAN .....</b>                     | <b>10</b>   |
| A. Latar Belakang Masalah .....                      | 10          |
| B. Pertanyaan Penelitian.....                        | 15          |
| C. Tujuan Penelitian .....                           | 16          |
| D. Manfaat Penelitian .....                          | 16          |
| E. Sistematika Penulisan Penelitian .....            | 16          |
| <b>BAB II – KAJIAN PUSTAKA .....</b>                 | <b>18</b>   |
| A. <i>Impostor Phenomenon</i> .....                  | 18          |
| B. <i>Parental Bonding</i> .....                     | 23          |
| C. <i>Welas Diri (Self-Compassion)</i> .....         | 27          |
| D. Kerangka Pemikiran .....                          | 30          |
| E. Hipotesis Penelitian .....                        | 33          |
| <b>BAB III – METODE PENELITIAN.....</b>              | <b>34</b>   |
| A. Desain Penelitian .....                           | 34          |
| B. Populasi dan Sampel Penelitian .....              | 34          |
| C. Variabel Penelitian dan Definisi Operasional..... | 35          |
| D. Teknik Pengumpulan Data.....                      | 36          |
| E. Instrumen Penelitian .....                        | 37          |
| F. Proses Adaptasi Instrumen.....                    | 44          |
| G. Analisis Data.....                                | 46          |
| H. Uji Asumsi Klasik.....                            | 46          |
| I. Prosedur Penelitian .....                         | 49          |
| <b>BAB IV – HASIL DAN PEMBAHASAN .....</b>           | <b>51</b>   |
| A. Data Sosiodemografis Responden .....              | 51          |
| B. Hasil Penelitian .....                            | 53          |
| C. Uji Hipotesis .....                               | 60          |

|   |                              |                |
|---|------------------------------|----------------|
| D.  | Pembahasan .....             | 66             |
| E.  | Keterbatasan Penelitian..... | 67             |
| <b>BAB V – SIMPULAN DAN REKOMENDASI .....</b> |                              | <b>69</b>      |
| A.  | Simpulan .....               | 69             |
| B.  | Rekomendasi.....             | 69             |
| <b>DAFTAR PUSTAKA .....</b>                   |                              | <b>70</b>      |
| <b>LAMPIRAN .....</b>                         |                              | <b>lxxviii</b> |
| <b>RIWAYAT PENELITI .....</b>                 |                              | <b>xciv</b>    |

## DAFTAR TABEL

|   |    |
|---|----|
| Tabel 3. 1. Kisi-kisi Instrumen <i>CIPS</i> .....   | 37 |
| Tabel 3. 2. Penskoran Instrumen <i>CIPS</i> .....   | 38 |
| Tabel 3. 3. Kategori Skor Instrumen <i>CIPS</i> .....   | 38 |
| Tabel 3. 4. Kisi-kisi Instrumen <i>PBI</i> .....  | 39 |
| Tabel 3. 5. Penskoran Instrumen <i>PBI</i> .....  | 40 |
| Tabel 3. 6. Kategorisasi Skor Instrumen <i>PBI</i> .....  | 41 |
| Tabel 3. 7. Kisi-kisi Instrumen <i>SCS</i> .....  | 42 |
| Tabel 3. 8. Penskoran Instrumen <i>SCS</i> .....  | 43 |
| Tabel 3. 9. Kategorisasi Skor Instrumen <i>SCS</i> .....  | 43 |
| Tabel 3. 10. Kategorisasi Koefisien Reliabilitas Instrumen.....   | 45 |
| Tabel 3. 11. Hasil Uji Reliabilitas Instrumen.....  | 46 |
| Tabel 3. 12. Hasil Uji Normalitas.....  | 47 |
| Tabel 3. 13. Hasil Uji Multikolinearitas.....   | 48 |
| Tabel 3. 14. Hasil Uji Heteroskedastisitas.....   | 49 |
| Tabel 4. 1. Data Sosiodemografi Responden.....  | 51 |
| Tabel 4. 2. Gambaran Umum <i>Impostor Phenomenon</i> .....  | 53 |
| Tabel 4. 3. Gambaran <i>Impostor Phenomenon</i> berdasarkan status sosiodemografis.....   | 54 |
| Tabel 4. 4. Gambaran Umum <i>Parental Bonding</i> Dimensi <i>Parental Care</i> .....  | 55 |
| Tabel 4. 5. Gambaran Umum <i>Parental Bonding</i> Dimensi <i>Parental Care</i> Berdasarkan Status Sosiodemografis.....  | 56 |
| Tabel 4. 6. Gambaran Umum <i>Parental Bonding</i> Dimensi <i>Parental Control</i> .....   | 57 |
| Tabel 4. 7. Gambaran Umum <i>Parental Bonding</i> Dimensi <i>Parental Control</i> Berdasarkan Status Sosiodemografis.....   | 57 |
| Tabel 4. 8. Gambaran Umum Jenis-Jenis <i>Parental Bonding</i> .....   | 58 |
| Tabel 4. 9. Gambaran Umum Welas Diri ( <i>Self-Compassion</i> ).....  | 59 |
| Tabel 4. 10. Gambaran Welas Diri ( <i>Self-Compassion</i> ) Berdasarkan Status Sosiodemografis.....   | 59 |
| Tabel 4. 11. Analisis Jalur Pengaruh <i>Parental Bonding</i> Dimensi <i>Parental Care</i> terhadap Welas Diri ( <i>Self-Compassion</i> ).....                                       | 61 |
| Tabel 4. 12. Analisis Jalur <i>Parental Bonding</i> Dimensi <i>Parental Control</i> terhadap Welas Diri ( <i>Self-Compassion</i> ).....   | 62 |
| Tabel 4. 13. Analisis Jalur Pengaruh <i>Parental Bonding</i> Dimensi <i>Parental Care</i> terhadap <i>Impostor Phenomenon</i> .....   | 62 |
| Tabel 4. 14. Analisis Jalur Pengaruh <i>Parental Bonding</i> Dimensi <i>Parental Control</i> terhadap <i>Impostor Phenomenon</i> .....  | 63 |
| Tabel 4. 15. Analisis Jalur Pengaruh Welas Diri ( <i>Self-Compassion</i> ) terhadap <i>Impostor Phenomenon</i> .....  | 63 |
| Tabel 4. 16. Analisis Mediasi Welas Diri ( <i>Self-Compassion</i> ) pada Pengaruh <i>Parental Bonding</i> Dimensi <i>Parental Care</i> terhadap <i>Impostor Phenomenon</i> .....    | 64 |
| Tabel 4. 17. Analisis Mediasi Welas Diri ( <i>Self-Compassion</i> ) pada Pengaruh <i>Parental Bonding</i> Dimensi <i>Parental Control</i> terhadap <i>Impostor Phenomenon</i> ..... | 65 |

## DAFTAR GAMBAR

|   |    |
|---|----|
| Gambar 2. 1. Bagan Kerangka Berpikir .....                            | 33 |
| Gambar 3. 1. Bagan Desain Penelitian .....                            | 34 |
| Gambar 3. 2. Uji Normalitas menggunakan <i>Probability Plot</i> ..... | 48 |
| Gambar 4. 1. Bagan Hasil Uji Hipotesis .....                          | 60 |

## DAFTAR PUSTAKA

- Allen, A. B., & Leary, M. R. (2010). Self-Compassion, Stress, and Coping. *Social and Personality Psychology Compass*, 4(2), 107–118.
- Averina, G. C., Zhafira, Y. A., Venny, Corinna, B., Emmanuela, J. L. B., & Sari, M. P. (2021). The Role of Parenting Styles on Neuroticism in Young Adults. *Advances in Social Science, Education and Humanities Research*, 570, 1076–1083.
- Barnard, L. K., & Curry, J. F. (2012). The Relationship of Clergy Burnout to Self-Compassion and Other Personality Dimensions. *Pastoral Psychology*, 61(2), 149–163. <https://doi.org/10.1007/s11089-011-0377-0>
- Beaumont, E., Durkin, M., Martin, C. J. H., & Carson, J. (2015). Compassion For Others, Self-Compassion, Quality of Life and Mental Well-Being Measures and Their Association with Compassion Fatigue and Burnout in Student Midwives: A Quantitative Survey. *Midwifery*, 1–6. <https://doi.org/10.1016/j.midw.2015.11.002>
- Bernard, N. S., Dollinger, S. J., & Ramaniah, N. V. (2002). Applying the Big Five Personality Factors to the Impostor Phenomenon. *Journal of Personality and Social Psychology*, 78(2), 321–333. <https://doi.org/10.1207/S15327752JPA7802>
- Bravata, D. M., Watts, S. A., Keefer, A. L., Madhusudhan, D. K., Taylor, K. T., Clark, D. M., Nelson, R. S., Cokley, K. O., & Hagg, H. K. (2019). Prevalence, Predictors, and Treatment of Impostor Syndrome: A Systematic Review. *Journal of General Internal Medicine*, 35(4). <https://doi.org/10.1007/s11606-019-05364-1>
- Breines, J. G., & Chen, S. (2012). Self-Compassion Increases Self-Improvement Motivation. *Personality and Social Psychology Bulletin*, 38(9), 1133–1143. <https://doi.org/10.1177/0146167212445599>
- Butalid, R. M., Estacio, K. M., Gadian, C. D. C., & Sisican, I. U. (2013). *Analysis between the parental bonding styles and emotional intelligence of student nurses*. 2009, 210–216.
- Cahyani, W. N. I. (2017). *Hubungan Parental Bonding dan Self-Esteem dengan Perilaku Seksual pada Remaja*. Universitas Airlangga.
- Chae, J., Piedmont, R. L., & Estadt, B. K. (1995). Personological Evaluation of Clance's Impostor Phenomenon Scale in a Korean Sample. *Journal of Personality Assessment*, 65(3), 468–485. <https://doi.org/10.1207/s15327752jpa6503>

- Chairiyati, L. R. (2013). Hubungan antara Self-efficacy Akademik dan Konsep diri Akademik dengan Prestasi Akademik. *Humaniora*, 4(2), 1125–1133.
- Chrisman, S. M., Peiper, W. S., Clance, P. R., Holland, C. L., & Glickauf-Hughes, C. (1995). Validation of the Clance Impostor Phenomenon Scale. *Journal of Personality Assessment*, 65(3), 456–467. <https://doi.org/10.1207/s15327752jpa6503>
- Clance, P. R. (1985). *The Impostor Phenomenon: When Success Makes You Feel Like A Fake*. Toronto: Bantam Books.
- Clance, P. R., Dingman, D., Reviere, S. L., & Stober, D. R. (1995). Impostor Phenomenon in an Interpersonal/Social Context: Origins and Treatment. *Women & Therapy*, 16(4), 37–41. <https://doi.org/10.1300/J015v16n04>
- Clance, P. R., & Imes, S. A. (1978). The Impostor Phenomenon in High Achieving Women: Dynamics and Therapeutic Intervention. *Psychotherapy: Theory, Research and Practice*, 15(3), 241–247.
- Cokley, K., Awad, G., Smith, L., Jackson, S., Awosogba, O., Hurst, A., Stone, S., Blondeau, L., & Roberts, D. (2015). The Roles of Gender Stigma Consciousness, Impostor Phenomenon and Academic Self-Concept in the Academic Outcomes of Women and Men. *Sex Roles*. <https://doi.org/10.1007/s11199-015-0516-7>
- Cokley, K., Stone, S., Krueger, N., Bailey, M., Garba, R., & Hurst, A. (2018). Self-Esteem as A Mediator of the Link between Perfectionism and the Impostor Phenomenon. *Personality and Individual Differences*, 135, 292–297. <https://doi.org/10.1016/j.paid.2018.07.032>
- Cowman, S. E., & Ferrari, J. R. (2002). “Am I For Real?” Predicting Impostor Tendencies from Self-handicapping and Affective Components. *Social Behavior and Personality*, 30(2), 119–126. <https://doi.org/10.2224/sbp.2002.30.2.119>
- Dudău, D. P. (2014). The Relation between Perfectionism and Impostor Phenomenon. *Procedia - Social and Behavioral Sciences*, 127, 129–133. <https://doi.org/10.1016/j.sbspro.2014.03.226>
- Fahira, U. D. &, & Hayat, B. (2021). Impostor Phenomenon on First- and Second-year College Students. *Journal of Psychology*. <https://doi.org/10.15408/tazkiya.v9i2.19449>
- Ferrari, J. P. (2005). Impostor Tendencies and Academic Dishonesty: Do they Cheat Their Way to Their Success? *Social Behavior and Personality*, 33(1), 11–18. <https://doi.org/10.2224/sbp.2005.33.1.11>
- Ferrari, M., Yap, K., Scott, N., Einstein, D. A., & Ciarrochi, J. (2018). Self-Compassion Moderates The Perfectionism and Depression Link in Both Adolescence and Adulthood. *PLoS ONE*, 13(2), 1–19. <https://doi.org/10.1371/journal.pone.0192022>
- Firstadhani, A. S. (2021). *Hubungan Antara Perfectionistic Self-presentation dengan Self-Compassion pada Remaja yang Mengalami Masalah Kulit Wajah di Kota Bandung*. Universitas Pendidikan Indonesia.

- Fried-Buchalter, S. (1992). Fear of Success, Fear of Failure, and the Imposter Phenomenon: A Factor Analytic Approach to Convergent and Discriminant Validity. *Journal of Personality Assessment*, 58(2), 368–379. <https://doi.org/10.1207/s15327752jpa5802>
- Gibson-beverly, G., & Schwartz, J. P. (2008). Attachment, Entitlement, and the Impostor Phenomenon in Female Graduate Students. *Journal of College Counseling*, 11, 119–132.
- Guilford, J. P. (1956). *Fundamental statistics in psychology and education*, 3rd ed. McGraw-Hill.
- Gunnell, K. E., Mosewich, A. D., Mcewen, C. E., Eklund, R. C., & Crocker, P. R. E. (2017). Don't Be So Hard on Yourself! Changes in Self-Compassion During The First year of University are Associated With Changes in Well-Being. *PAID*, 107, 43–48. <https://doi.org/10.1016/j.paid.2016.11.032>
- Hawley, K., & Paul, S. K. (2019). Impostor Syndrome. *Aristotelian Society Supplementary*, xciii, 203–226. <https://doi.org/10.1093/arisup/akz003>
- Hellman, C. M., & Caselman, T. D. (2004). A psychometric Evaluation of The Harvey Imposter Phenomenon Scale. *Journal of Personality Assessment*, 83(2), 161–166. [https://doi.org/10.1207/s15327752jpa8302\\_10](https://doi.org/10.1207/s15327752jpa8302_10)
- Hutchins, H. M. (2015). Outing the Imposter: A Study Exploring Imposter Phenomenon among Higher Education Faculty. *New Horizons in Adult Education & Human Resource Development*, 27(2), 3–12.
- Isaac, S., & Michael, W. B. (1995). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences*, 3rd ed. EdITS Publishers.
- Jaremka, L. M., Ackerman, J. M., Gawronski, B., Rule, N. O., Sweeny, K., Tropp, L. R., Metz, M. A., Molina, L., Ryan, W. S., & Vick, S. B. (2020). Common Academic Experiences No One Talks About: Repeated Rejection, Impostor Syndrome, and Burnout. *Perspectives on Psychological Science*, 15(3), 519–543. <https://doi.org/10.1177/1745691619898848>
- Jensen, L. E., & Deemer, E. D. (2020). Attachment style and self-handicapping: the mediating role of the impostor phenomenon. *Social Psychology of Education*, 23(5), 1259–1276. <https://doi.org/10.1007/s11218-020-09580-0>
- Jöstl, G., Bergsmann, A., Lüftenegger, M., Schober, B., & Spiel, C. (2012). When Will They Blow My Cover? The Impostor Phenomenon Among Austrian Doctoral Students. *Zeitschrift Für Psychologie*, 220(2), 109–120. <https://doi.org/10.1027/2151-2604/a000102>

- Karim, A. K. M. R., & Begum, T. (2018). The Parental Bonding Instrument: A psychometric measure to assess parenting practices in the homes in Bangladesh. *Asian Journal of Psychiatry*. <https://doi.org/10.1016/j.ajp.2016.11.004>
- Kawano, N., Terao, T., Sakai, A., Akase, M., Hatano, K., Shirahama, M., Hirakawa, H., Kohno, K., & Ishii, N. (2021). Maternal Overprotection Predicts Consistent Improvement of Self-Compassion During Mindfulness-Based Intervention and Existential Approach: A Secondary Analysis of the EXMIND Study. *BMC Psychology*, 9, 1–9. <https://doi.org/10.1186/s40359-021-00521-w>
- Kets de Vries, M. (2005). The Dangers of Feeling Like A Fake. *Harvard Business Review*, September 2005, 1–9.
- King, J. E., & Cooley, E. L. (1995). Achievement Orientation and the IP Among College Students. *Contemporary Educational Psychology*, 20, 304–312.
- Komara, I. B. (2016). Hubungan antara Kepercayaan Diri dengan Prestasi Belajar dan Perencanaan Karir Siswa. *PSIKOPEDAGOGIA Jurnal Bimbingan Dan Konseling*, 5(1), 33. <https://doi.org/10.12928/psikopedagogia.v5i1.4474>
- Larasati, W. A., Dwilda, E., & N., F. (2022). Parental Bonding dengan Perilaku Seksual pada Remaja Berpacaran di SMKS Persatuan 1 Tulangan Sidoarjo. *Jurnal Ilmu Kesehatan*, 13(1), 31–39.
- Leary, M. R., Patton, K. M., Orlando, A. E., & Funk, W. W. (2000). The Impostor Phenomenon: Self-Perceptions, Reflected Appraisals, and Interpersonal Strategies. *Journal of Personality*, 68(4), 725–756.
- Leary, M. R., Tate, E. B., Adams, C. E., Allen, A. B., & Hancock, J. (2007). Self-compassion and Reactions to Unpleasant Self-Relevant Events: The Implications of Treating Oneself Kindly. *Journal of Personality and Social Psychology*, 92(5), 887–904. <https://doi.org/10.1037/0022-3514.92.5.887>
- Leonhardt, M., Bechtoldt, M. N., & Rohrman, S. (2017). All Impostors Aren't Alike—Differentiating the Impostor Phenomenon. *Frontiers in Psychology*, 8, 1–10. <https://doi.org/10.3389/fpsyg.2017.01505>
- Li, S., Hughes, J. L., & Thu, S. M. (2014). The Links Between Parenting Styles and Imposter Phenomenon. *Psi Chi Journal of Psychological Research*, 19(2), 50–57.
- Luo, Y., Meng, R., Li, J., Liu, B., Cao, X., & Ge, W. (2019). Self-Compassion May Reduce Anxiety and Depression in Nursing Students: A Pathway Through Perceived Stress. *Public Health*, 4, 1–10. <https://doi.org/10.1016/j.puhe.2019.05.015>
- MacBeth, A., & Gumley, A. (2012). Exploring Compassion: A Meta-Analysis of the Association Between Self-Compassion and Psychopathology. *Clinical Psychology Review*, 32(6), 545–552. <https://doi.org/10.1016/j.cpr.2012.06.003>
- Maccoby, E. E. (1992). The Role of Parents in the Socialization of Children: An Historical Overview. *Journal of Developmental Psychology*, 28(6), 1006–1017.



- Matthews, G., & Clance, P. R. (1985). Treatment of the Impostor Phenomenon in Psychotherapy Clients. *Psychotherapy in Private Practice*, 3(1), 71–81. [https://doi.org/10.1300/J294v03n01\\_09](https://doi.org/10.1300/J294v03n01_09)
- McDowell, W. C., Boyd, N. G., & Bowler, Wm. M. (2007). Overreward and the Impostor Phenomenon. *Journal of Managerial Issues*, 14(1), 95–110.
- Neely, M. E., Schallert, D. L., Mohammed, S. S., Roberts, R. M., & Chen, Y. J. (2009). Self-Kindness when Facing Stress: The Role of Self-Compassion, Goal Regulation, and Support in College Students' Well-Being. *Motivation and Emotion*, 33(1), 88–97. <https://doi.org/10.1007/s11031-008-9119-8>
- Neff, K. D. (2003a). Self-Compassion: An Alternative Conceptualization of a Healthy Attitude Toward Oneself. *Self and Identity*, 2(2), 85–101. <https://doi.org/10.1080/15298860309032>
- Neff, K. D. (2003b). The Development and Validation of a Self-Compassion Scale. *Self and Identity*, 2, 223–250. <https://doi.org/10.1080/15298860390209035>
- Neff, K. D., Hsieh, Y., & Dejitterat, K. (2005). Self-Compassion, Achievement Goals, and Coping with Academic Failure. *Self and Identity*, 4(3), 263–287. <https://doi.org/10.1080/13576500444000317>
- Neff, K. D., Kirkpatrick, K. L., & Rude, S. S. (2007). Self-Compassion and Adaptive Psychological Functioning. *Journal of Research in Personality*, 41(1), 139–154. <https://doi.org/10.1016/j.jrp.2006.03.004>
- Neff, K. D., Long, P., Knox, M. C., Davidson, O., Kuchar, A., Costigan, A., Williamson, Z., Rohleder, N., Tóth-Király, I., & Breines, J. G. (2018). The forest and the trees: Examining the association of self-compassion and its positive and negative components with psychological functioning. *Self and Identity*, 17(6), 627–645. <https://doi.org/10.1080/15298868.2018.1436587>
- Neff, K. D., & McGehee, P. (2010). Self-Compassion and Psychological Resilience Among Adolescents and Young Adults. *Self and Identity*, 9(3), 225–240. <https://doi.org/10.1080/15298860902979307>
- Novanto, Y. (2014). *Motivasi Belajar, Penyesuaian Diri, Kepuasan Mahasiswa, dan Prestasi Akademik Mahasiswa Penerima Beasiswa di Universitas X* (Vol. 1).
- Nurhikma, A., & Nuqul, F. L. (2020). Saat Prestasi Menipu Diri: Peran Harga diri dan Ketangguhan Akademik terhadap Impostor Phenomenon. *Jurnal Psikologi Ilmiah*, 12(2), 145–154.
- Parker, G., Tupling, H., & Brown, L. B. (1979). A Parental Bonding Instrument. *British Journal of Medical Psychology*, 52, 1–10.
- Parkman, A. (2016). The Impostor Phenomenon in Higher Education: Incidence and Impact. *Journal of Higher Education Theory and Practice*, 16(1), 51–60.

- Patzak, A., Kollmayer, M., & Schober, B. (2017). Buffering Impostor Feelings with Kindness: The Mediating Role of Self-compassion between Gender-Role Orientation and the Impostor Phenomenon. *Frontiers in Psychology*, 8, 1–12. <https://doi.org/10.3389/fpsyg.2017.01289>
- Pratama, M. F. D. (2021). Impostor Phenomenon pada Mahasiswa Tahun Pertama: Bagaimana Peranan Konsep Diri Akademis dan Achievement Goals? *Jurnal Psikologi*, x, 1–12.
- Richardson, C. M. E., Trusty, W. T., & George, K. A. (2020). Trainee Wellness: Self-Critical Perfectionism, Self-Compassion, Depression, and Burnout Among Doctoral Trainees in Psychology. *Counselling Psychology Quarterly*, 33(2), 187–198. <https://doi.org/10.1080/09515070.2018.1509839>
- Rosenthal, S., Schlüssel, Y., Yaden, M. B., DeSantis, J., Trayes, K., Pohl, C., & Hojat, M. (2021). Persisten Impostor Phenomenon Is Associated With Distress in Medical Students. *Family Medicine*, 53(2), 118–112. <https://doi.org/10.22454/FamMed.2021.799997>
- Sakulku, J., & Alexander, J. (2011). The Impostor Phenomenon. *International Journal of Behavioral Science*, 6(1), 75–97.
- Schubert, N., & Bowker, A. (2017). Examining the Impostor Phenomenon in Relation to Self-Esteem Level and Self-Esteem Instability. *Current Psychology*, 38(3), 749–755. <https://doi.org/10.1007/s12144-017-9650-4>
- September, A. N., McCarrey, M., Baranowsky, A., Parent, C., & Schindler, D. (2001). The Journal of Social The Relation Between Well-Being, Impostor Feelings, and Gender Role Orientation Among Canadian University Students. *The Journal of Social Psychology*, 141(2), 218–232. <https://doi.org/10.1080/00224540109600548>
- Shin, H., Lee, J., Kim, B., & Lee, S. (2012). Students' Perceptions of Parental Bonding Styles and Their Academic Burnout. *Asia Pacific Education*, 13, 509–517. <https://doi.org/10.1007/s12564-012-9218-9>
- Sightler, K. W., & Wilson, M. G. (2001). Correlates of the Impostor Phenomenon among Undergraduate Entrepreneurs'. *Psychological Reports*, 88, 679–689.
- Smeets, E., Neff, K. D., Alberts, H., & Peters, M. (2014). Meeting Suffering with Kindness: Effects of a Brief Self-Compassion Intervention for Female College Students. *Journal of Clinical Psychology*, 70(9), 794–807. <https://doi.org/10.1002/jclp.22076>
- Sonnak, C., & Towell, T. (2001). The Impostor Phenomenon in British University Students: Relationships between Self-Esteem, Mental Health, Parental Rearing Style and Socioeconomic Status. *Personality and Individual Difference*, 31, 863–874.
- Sugianto, D., Suwartono, C., & Sutanto, S. H. (2020). Reliabilitas dan Validitas Self-Compassion Scale Versi Bahasa Indonesia. *Jurnal Psikologi Ulayat*, x(x), 1–16. <https://doi.org/10.24854/jpu02020-337>

- Tabbodi, M., Rahgozar, H., & Abadi, M. M. M. (2015). The Relationship between Happiness and Academic Achievements. *European Online Journal of Natural and Social Sciences*, 4(1), 241–246.
- Takahashi, N., Suzuki, A., Matsumoto, Y., Shirata, T., & Otani, K. (2017). Perceived Parental Affectionless Control is Associated with High Neuroticism. *Neuropsychiatric Disease and Treatment*, 13, 1111–1114.
- Temel, M., & Atalay, A. A. (2018). The Relationship Between Perceived Maternal Parenting and Psychological Distress: Mediator Role of Self-Compassion. *Current Psychology*, 39(6), 2203–2210. <https://doi.org/10.1007/s12144-018-9904-9>
- Thompson, T., Davis, H., & Davidson, J. (1998). Attributional and Affective Responses of Impostors to Academic Success and Failure Outcomes. *Personality and Individual Differences*, 25, 381–386.
- Thompson, T., Foreman, P., & Martin, F. (2000). Impostor Fears and Perfectionistic Concern Over Mistakes. *Personality and Individual Differences*, 29, 629–647.
- Villwock, J., Sobin, L. B., Koester, L. A., & Harris, T. M. (2016). Impostor syndrome and Burnout Among American Medical Students: A Pilot Study. *International Journal of Medical Education*, 7, 364–369. <https://doi.org/10.5116/ijme.5801.eac4>
- Voorhis, C., & Morgan, B. (2007). Understanding Power and Rules of Thumb for Determining Sample Size. *Tutorials in Quantitative Methods for Psychology*, 3. <https://doi.org/10.20982/tqmp.03.2.p043>
- Wang, Y., Nakamura, T., & Sanefuji, W. (2020). 1 P re of. *Thinking Skills and Creativity*, 100679. <https://doi.org/10.1016/j.tsc.2020.100679>
- Want, J., & Kleitman, S. (2006). Imposter Phenomenon and Self-Handicapping: Links with Parenting Styles and Self-Confidence. *Personality and Individual Difference*, 40, 961–971. <https://doi.org/10.1016/j.paid.2005.10.005>
- Whitman, M. V., & Shanine, K. K. (2012). Revisiting the Impostor Phenomenon: How Individuals Cope with Feelings of Being in Over Their Heads. *Research in Occupational Stress and Well Being*, 10, 177–212. [https://doi.org/10.1108/S1479-3555\(2012\)0000010009](https://doi.org/10.1108/S1479-3555(2012)0000010009)
- Wilhelm, K., Gillis, I., & Parker, G. (2016). Women's Health and Wellness Four Category Models ClinMed. *International Journal of Women's Health and Wellness*, 2(1), 1–7.
- Yaffe, Y. (2020). Does Self-Esteem Mediate the Association Between Parenting Styles and Imposter Feelings Among Female Education Students? *Personality and Individual Differences*, 156, 1–7. <https://doi.org/10.1016/j.paid.2019.109789>
- Yarnell, L. M., & Neff, K. D. (2013). Self-Compassion, Interpersonal Conflict Resolutions, and Well-being. *Self and Identity*, 12(2), 146–159. <https://doi.org/10.1080/15298868.2011.649545>

Young, V. (2004). *How to Feel As Bright and Capable As Everyone Seems to Think You Are: What Every Woman (And Man) Needs to Know About Competence, The Imposter Syndrome, and The Art of Winging It*. PAESMEM/Stanford University. [http://paesmem.stanford.edu/html/proceedings\\_8.html](http://paesmem.stanford.edu/html/proceedings_8.html)