EFFECTIVENESS OF GROUP GUIDANCE SERVICES USING VISUALIZATION TECHNIQUES (WILDED IMAGERY) TO REDUCE BODY IMAGE STRESS IN STUDENTS

Mutiara Salsabila Hasibuan*[1], Ali Daud Hasibuan[2]
[1,2]Universitas Islam Negeri Sumatera Utara, Indonesia
e-mail: *[1]mutiara303212091@uinsu.ac.id; [2]alidaudhasibuan@uinsu.ac.id

Abstract

This study aims to determine the effectiveness of group counseling services using visualization techniques (wilded imagery) in alleviating body image stress among 11th-grade students at MAN 1 Mandailing Natal. Adolescents' dissatisfaction with their physical appearance often leads to body image stress, which can affect mental health and self-acceptance. This research employed a quantitative method with a pre-experimental one-group pretest-posttest design. The sample consisted of eight students who exhibited high levels of negative body image. The intervention involved five group counseling sessions using visualization techniques aimed at enhancing self-acceptance through relaxation and the development of positive body imagery. The research instrument was a questionnaire designed to measure body image levels before and after the intervention. Prior to hypothesis testing, a normality test was conducted using the Shapiro-Wilk method. Since the pretest data were not normally distributed, the analysis was carried out using the Wilcoxon Signed-Rank Test. The results showed a significant change in students' body image levels after participating in the group counseling sessions with visualization techniques. The Wilcoxon test revealed a significance value of 0.012 (< 0.05), indicating a significant difference between the pretest and posttest scores. In the pretest, most students were in the moderate to high category, whereas in the posttest, the majority shifted to the low category. Thus, group counseling services using visualization techniques (wilded imagery) proved to be effective in alleviating body image stress among students at MAN 1 Mandailing Natal.

Keywords: Group Counselling; Body Image; Adolescents; Stress; Visualization Technique

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas layanan bimbingan kelompok dengan teknik visualisasi (wilded imagery) dalam mengentaskan stres body image pada siswa kelas XI MAN 1 Mandailing Natal. Ketidakpuasan remaja terhadap penampilan fisiknya sering kali menimbulkan stres body image, yang dapat memengaruhi kesehatan mental dan penerimaan diri. Metode penelitian yang digunakan adalah metode kuantitatif dengan desain pre-experimental one-group pretest-posttest. Sampel penelitian ini terdiri dari 8 siswa yang memiliki tingkat body image negatif (tinggi). Intervensi dilakukan melalui lima sesi bimbingan kelompok menggunakan teknik visualisasi, yang bertujuan untuk meningkatkan penerimaan diri melalui relaksasi dan pembentukan gambaran positif tentang tubuh. Instrumen penelitian berupa angket untuk mengukur tingkat body image sebelum dan sesudah intervensi. Sebelum uji hipotesis, dilakukan uji normalitas menggunakan Shapiro-Wilk. Karena data pretest tidak berdistribusi normal, maka analisis dilakukan menggunakan uji Wilcoxon Signed-Rank Test. Hasil penelitian menunjukkan adanya perubahan yang signifikan pada tingkat body image siswa setelah mengikuti bimbingan kelompok dengan teknik visualisasi. Hasil uji Wilcoxon menunjukkan nilai signifikansi sebesar 0,012 (< 0,05), yang berarti terdapat perbedaan yang signifikan antara pretest dan posttest. Pada pretest, mayoritas siswa berada pada kategori sedang dan tinggi, sedangkan pada posttest mayoritas berpindah ke kategori rendah. Dengan demikian, layanan bimbingan kelompok dengan teknik

visualisasi (wilded imagery) terbukti efektif dalam mengentaskan stres body image pada siswa MAN 1 Mandailing Natal.

***Kata Kunci**: Bimbingan Kelompok; Body Image; Remaja; Stres; Teknik Visualisasi*

INTRODUCTION

Teenagers' dissatisfaction with their physical appearance is often referred to as body image. According to Grogan (Sumanty et al., 2018)Body image is a person's perception, thoughts and feelings towards their body shape. Meanwhile, according to Cash & Pruzinky, body image is the attitude that a person has towards their body which can be in the form of positive and negative assessments. According to Cash and Pruzinsky (Lupitasari, 2019)Body mage is an important aspect in the psychological and interpersonal development of adolescents, especially adolescent girls, so that during this period adolescents pay more attention, care and are willing to take a stand on their physical condition and appearance. Body image is an individual's experience of their body, a mental image of a person that includes thoughts, perceptions, feelings, emotions, imagination, judgments, physical sensations, awareness, and behavior regarding their appearance and body shape that is influenced by the idealization of body image in society, and this is from a person's social interactions from time to time in their environment, which changes throughout life in response to feedback that comes back from the environment (Pollina-pocallet et al., 2021)

According to Cash & Smolak (Usmar et al., 2022) body image is unique because each individual is different and does not have the same view, image, perception of their body. Furthermore, Cash and Pruzinsky (Shanti & Zahra, 2022) Body image is how individuals view their body condition and physical appearance, including attitudes that arise and feelings towards their physical appearance. From several definitions that have been described above regarding body image, the one that will be used by researchers is the definition of the theory put forward by Cash and Pruzinsky (Shanti & Zahra, 2022).

There are several factors that influence the development of a person's body image Cash and Pruzinsky (Shanti & Zahra, 2022) namely cultural socialization,

interpersonal experiences (family, school friends, coworkers, partners), physical characteristics, and personality factors. Usually negative body image in adolescents starts from unrealistic thoughts. When they look at themselves in the mirror, they will see that their body parts are ugly, or abnormal, actually the body parts are fine. Here are some adolescents who experience a crisis of self-confidence and body image disorders, namely: 1) Often look in the mirror and judge themselves to have excessive physical deficiencies. 2) Always take it personally or think too much about other people's comments about their appearance or body. 3) Often compare their body with others and feel that other people's bodies are good. While their body is a form of failure. 4) Feeling uncomfortable and awkward about their body. 5) Feeling ashamed and anxious about their body. 6) Due to excessive use of social media where everyone is competing to appear perfect. 7) Lack of gratitude and not accepting their body shape (Sampin et al., 2023). Teenagers generally try to get their physical satisfaction by using various ways. Do sports such as jogging, fitness to get their physical satisfaction, as well as diet and maintain eating patterns.

This phenomenon regarding body image generally occurs, including among teenagers, where teenagers say that they are not satisfied with their body shape (Internet, 2019). Having a snub nose, hair that is not thick, dark skin color, body that is too big, is one of the problems experienced by students regarding their imperfect body shape where the student feels less accepting of their physical condition. Usually, students make many efforts to improve themselves to look more attractive.

In this study, the researcher previously conducted a pre-research survey at MAN 1 Mandailing Natal with several questions related to body image and interviews with 6 female adolescents with grade 11 students with female adolescent respondents stating that there were 13.3% of female adolescents dissatisfied with their body image, 69.4% less satisfied and 17.3% satisfied with their body image. The results of the pre-research stated that the body image of adolescents at MAN 1 Mandailing Natal is still largely not positive and can be improved so that adolescents have a positive body image or are satisfied with their body image

because increasing satisfaction with body image can improve adolescent mental health. In the explanation related to the body image phenomenon which is an issue among adolescents, especially female adolescents, the researcher is interested in whether there is an effectiveness of group guidance services with visualization techniques or (wilded imagery) to alleviate body image stress in students at MAN 1 Mandailing Natal.

The efforts made by students to improve themselves cannot be separated from several factors. Where one of the factors is that students see examples of artists or celebrities who have ideal bodies as desired by many teenagers in general.(Regan et al., 2023). They get it from various social media sources that are widely available today such as Instagram, TikTok, Facebook and so on. The above phenomenon clearly illustrates that there are students who are not satisfied with their current body shape. Therefore, many students make efforts to improve their appearance. This is actually very contrary to the developmental tasks of students who are still in the adolescent phase. Because adolescents also have developmental tasks, namely accepting their physical reality. However, if students are dissatisfied with their body shape, it can make it difficult for students to accept themselves, so that students experience unhappiness.

Self-acceptance should be possessed by everyone, because self-acceptance is an individual's ability to accept without prejudice whatever body shape (body image) they have.(Haryati et al., 2021). This self-acceptance is based on the principle of being grateful to God who created uniqueness in each individual that differs from one person to another. This self-acceptance makes people aware that everyone is definitely different and has their own charm as a gift that must be appreciated and accepted, regardless of what others say about their body shape (body image)(Alkheyr et al., 2024).

(T.Erford, B. 2020) This technique involves using imagination to create positive and calming mental images, which can help individuals relax their minds and bodies. Currently, that visual imagery techniques are often used in many therapeutic approaches, including cognitive-behavioral, transpersonal, Gestalt,

psychodynamic, and Ericksonian (Arbuthnott, Arbuthnott, & Rossiter, 2001; Seligman & Reichenberg, 2013). Where here the researcher uses the Gestalt approach. Guided imagery therapy is a technique that uses an individual's imagination with directed imagination to reduce stress(Afdila, 2016). The benefits of guided imagery are as a behavioral intervention to overcome anxiety, stress, and pain.

Neff, KD (2011) The purpose of group guidance services with visualization techniques is to increase self-awareness by helping students recognize and understand their feelings and thoughts related to body image. With visualization techniques, students can explore how they see themselves and the impact it has on their mental health. Visualization techniques or wilded imagery are expected to help students develop a positive view of themselves, thereby reducing the negative impact of unsatisfactory body perceptions.

Previous research conducted by(Nabilah Risky Ary Budianto et al., 2023)shows that the higher the level of social comparison, the lower the individual's body image. Based on the results of the hypothesis test in this study, it can be seen that there is an influence of social comparison on peers on the body image of students at SMPN 6 Makassar. Both variables have a negative relationship, meaning that the higher the level of social comparison, the lower the level of individual body image. Social comparison on peers has an influence of 64.6% and the remaining 31.4% is influenced by other factors

Another study conducted by(Aisyah et al., 2023)Based on the results of data analysis, it can be concluded that there is an influence of optimism on body image in adolescent girls in Karawang Regency. This result is proven by a significance value of 0.003 <0.05 through a simple linear regression test, so the research hypothesis Ha is accepted and H0 is rejected, which means that there is an influence of optimism on body image in adolescent girls in Karawang Regency.

Another study conducted by(Andini et al., 2024) that based on the results of the research that has been done, it can be concluded that classical guidance Modeling techniques to improve positive body image of class XI students of SMA

Negeri 2 Cianjur have a significant influence. This is based on the results of the Paired Sample T-Test which shows a Sig. (2-tailed) value of 0.905, which is greater than 0.05, that there is a significant influence between the results of giving treatment on pre-test and post-test data, but tends to decrease.

Previous studies have shown that group guidance interventions can improve self-concept and reduce stress related to body image. Referring to the description above, the author is interested in making a scientific paper to complete the final assignment by conducting a study entitled the effectiveness of group guidance services on visualization techniques or (wilded imagery) to alleviate body image stress of students at MAN 1 Mandailing Natal.

RESEARCH METHOD

The method used in this research is a quantitative research method.(Balaka, 2022)quantitative approach is a research based on the philosophy of positivism to examine a particular population or sample. By collecting data using instruments, data analysis is statistical. According to Sugiyono(Munawirah & Hamdani, 2024)This study uses a pre-experimental one-group pretest-posttest design, where the test is given before and after the treatment. This one group posttest & pretest design is carried out on one group only without a control or comparison group. In this design, a pretest is given before the researcher gives treatment in the form of wilded imagery visualization techniques to students and a posttest is given after the researcher gives wilded imagery technique treatment to students. Thus, the results of the treatment can be known more accurately because it can be compared with the conditions before the treatment was given.

The population of this study were students of class XI MAN 1 Mandailing Natal. The subjects of the study were 8 students of class XI MAN 1 Mandailing Natal who had negative body image, selected through purposive sampling. Sugiyono said that a sample is a small number in a population and is considered to represent it.(Amin et al., 2023). Purposive sampling is used when researchers want to target individuals with certain characteristics that are relevant to the study.

The instrument used in this study was a questionnaire adopted or compiled from Ervina Kumalasari published in Unika Soegijapranata which discussed the Relationship between Body Image and Self-Acceptance in Early Adulthood and had been taken legally and obtained permission through a letter of request for permission to use the instrument, as attached.

Ni'mah, (2023), the One-Group Pretest-Posttest research procedure consists of three stages: 1) Pretest – Distribution of questionnaires to measure the level of body image stress before treatment. 2) Treatment – Provision of group guidance services with visualization techniques (wilded imagery) through several sessions. 3) Posttest – Distribution of questionnaires again to determine changes after treatment.

Before the hypothesis test, it is carried outNormality test using Shapiro-Wilk. Because the pretest data is not normally distributed, the analysis was carried out using the Wilcoxon Signed-Rank Test. Wilcoxon functions to test differences between paired data, test comparisons between observations before and after (before after) treatment is given and determine the effectiveness of a treatment(Windi et al., 2022). Thus, this study can conclude whether group guidance with visualization techniques (wilded imagery) is effective in alleviating body image stress in students of MAN 1 Mandailing Natal, based on changes in median scores before and after treatment.

RESULTS AND DISCUSSION

The implementation of the research used group guidance services with Visualization techniques (Wilded Imagery) to alleviate body image stress in students at MAN 1 Mandailing Natal.At the beginning of the study, I started by distributing questionnaires to students of class XI MAN 1 Mandailing Natal who had criteria related to high (negative) body image. The questionnaire aimed to identify the level of body image in students and was used as pretest data before the intervention. After the questionnaires were collected and analyzed, it was found that there were 8 students who were included in the high (negative) category in terms of body image. Based on these results, I chose the 8 students as subjects of group

guidance.

In the first session of group guidance, I gathered the 8 students in a previously agreed place. The initial stage began with an opening and introduction, followed by ice breaking to lighten the mood. The topic in the first session was basic preparation & relaxation. I explained the purpose of the activity, namely Building comfort and basic relaxation skills. In this session, students were invited to tell about negative experiences regarding body image and their feelings regarding their respective physical appearances. After the group members finished telling their stories, I invited the group members to relax by taking a slow breath and positioning their seats comfortably. Practice relaxing and imagining pleasant things. The discussion was quite open, and several students began to share personal experiences related to their dissatisfaction with their bodies.

In the second session, the focus of the guidance is to invite group members to enter the imagination of bad experiences or unpleasant experiences related to body image, by: I ask group members to close their eyes, I ask group members to slowly start imagining negative experiences about body image, I ask group members to express anger and displeasure without any shame. When everyone is able to express their imagination, I ask group members to stop imagining. Then I ask group members to imagine pleasant things that make group members happy (by expressing for example with a smile).

After all the group members finished expressing themselves, I asked them to stop again and try again to return to the unpleasant expressions or unpleasant experiences. Now, when the unpleasant (bad) experience appears, try to fight it with a pleasant imagination (with a pleasant experience). After each group member finished telling their experience, I asked about the feelings that they had not yet conveyed.

The third session was closed with a final evaluation aimed at helping group members reflect on the entire process of change, assess the final results, and strengthen the commitment to maintain positive behavior consistently in the long term. Well, at this stage, I asked group members about the progress of visualization

techniques. What are the things that hinder visual imagery, what are the factors that inhibit visual imagery techniques. After that I invited students to share the changes they felt after following this guidance. Several students stated that they began to accept themselves more and understand that negative perceptions about their bodies are often unfounded. I closed the session by providing motivation. The conclusion of this group guidance is that positive changes in body image can be achieved through better understanding, peer support, and effective visualization techniques.

The data obtained to determine the pre-test and post-test results were obtained from the results questionnaire given by the researcher regarding the alleviation of negative body image stress into positive in students. Pre-test can be done with the aim of knowing the initial picture of students who have a negative body image before being given treatment. Post-test is done with the aim of knowing to what extent the intervention given can affect the body image of participants, compared to the conditions before the intervention (pretest).

Pre-test is given to students who have criteria related to body image of class XI MAN 1 Mandailing Natal. The following is a comparison table between the pretest and posttest of 8 research subjects:

Table 1. Pretest Body Image Level Categories

Category	Interval	f	%
Low	≤ 42	0	0%
Currently	43 - 93	0	0%
Tall	≥ 94	8	100%

Information:

$\leq$: Smaller than

-      : Until

$\geq$: Greater than

f   : Frequency (amount of data)

Based on Table 1, the Pretest Body Image Level Category describes the

distribution of the body image levels of the research participants before the intervention. In the table, there are three categories of body image levels, namely low, medium, and high. The low category includes interval values <42, with a frequency of 0 students or 0% of the total sample. The medium category is in the interval 43 - 93, with a frequency of 0 students or 0%. Meanwhile, the high category includes intervals ≥ 94, with the same frequency, namely 8 students or 100%. From these data, it can be concluded that before the intervention, the majority of research participants were in the high category, with a percentage of 100%.

Table 2. Posttest Body Image Level Categories

Category	Interval	F	%
Low	≤ 42	7	88%
Currently	43 - 93	1	13%
Tall	≥ 94	0	0%

Information:

≤   : Smaller than

-      : Until

≥   : Greater than

f   : Frequency (amount of data)

Based on Table 2, the Posttest Body Image Level Category illustrates the distribution of the body image level of the research participants after being given an intervention in the form of visualization techniques (wilded imagery). The table consists of three categories, namely low, medium, and high. In the low category with an interval of <42, there were 7 students or 88% of the total sample. The medium category with an interval of 43 - 93 only included 1 student or 13%. Meanwhile, in the high category with an interval of ≥ 94, no students were included, so the percentage was 0%. From these results, it can be concluded that after the intervention, there was a change in the level of body image of students. Most students moved to the low category, which indicates a decrease in the level of body

image after participating in group guidance with visualization techniques.

Before conducting the hypothesis test, a prerequisite test with a normality test is first conducted. The results of the normality test that has been carried out can be described in the following Table 1.3:

Table 3. Normality Test Results

	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Pretest	.352	8	.004	.765	8	.012
Posttest	.308	8	.024	.779	8	.017
a. Lilliefors Significance Correction						

Based on the results of the normality test using the Shapiro-Wilk test, it is known that the significance value for the pretest data is 0.012 and for the posttest data is 0.017. Both of these values are less than 0.05, which indicates that the distribution of the pretest and posttest data does not follow a normal distribution. Therefore, it can be concluded that the data used in this study is not normally distributed. Thus, further data analysis should use non-parametric tests, such as the Wilcoxon test, which does not assume a normal distribution.

Then the data analysis test uses the Wilcoxon signed rank test, which is assisted by using the SPSS (Statistical Product and Service Solutions) program. The test results can be seen in the table below:

Table 4. Test Analysis Results*Wilcoxon Signed Ranks Test*

Test Statistics[a]

	Posttest – Pretest
Z	-2,527[b]
Asymp. Sig. (2-tailed)	.012
a. Wilcoxon Signed Ranks Test	

b. Based on positive ranks.

Table 4 presents the results of the Wilcoxon Signed Ranks Test analysis used to determine the differences in students' body image levels before and after being given an intervention in the form of visualization techniques (wilded imagery). The Wilcoxon test was used because the data were not normally distributed and the sample size was relatively small. The test results showed a Z value = -2.527 with a significance value of Asymp. Sig. (2-tailed) = 0.012. Because the significance value of 0.012 <0.05, it can be concluded that there is a significant difference between the pretest and posttest results. This means that the visualization technique (wilded imagery) in group guidance has a significant effect in alleviating students' body image stress. Thus, the null hypothesis (H0) which states that there is no difference is rejected, and the alternative hypothesis (Ha) is accepted, which indicates that there is a change in students' body image levels after the intervention.

The provision of group guidance services with visualization techniques (wilded imagery) is significantly effective in alleviating body image stress in class XI students of MAN 1 Mandailing Natal. Based on data analysis using the Wilcoxon Signed Ranks Test, a significance value of 0.012 was obtained, which is smaller than 0.05, so it can be concluded that there is a significant difference between the level of body image before and after the intervention. These results confirm that the intervention in the form of visualization techniques has succeeded in changing students' negative perceptions of their bodies to be more positive. The shift of the majority of participants from the medium and high categories in the pretest to the low category in the posttest showed a decrease in the level of negative body image after participating in group guidance. Thus, the visualization technique (wilded imagery) can be used as an effective method in group guidance services to increase self-acceptance and reduce body image stress in adolescents.

The treatment in this study was carried out through group guidance services with visualization techniques (wilded imagery), which aims to alleviate body image stress in class XI students of MAN 1 Mandailing Natal. The treatment was carried

out systematically in several group guidance sessions. In the initial session, students were given the opportunity to express their views on body image and share personal experiences. Then, students were invited to conduct an objective self-assessment of the body parts they liked and disliked.

Next, in the follow-up session, students were taught visualization techniques as a relaxation method to build a more positive mental image of themselves. This technique is applied by directing students to imagine themselves in a state that is more accepting and likes their bodies. After attending several sessions, students showed positive changes, namely reduced feelings of dissatisfaction with their bodies and increased understanding of the importance of accepting themselves. The success of the treatment was shown by the results of statistical tests using the Wilcoxon Signed Ranks Test, which showed a significance value of 0.012 (<0.05), so that there was a significant difference between the level of body image before and after the intervention. In addition, changes in the distribution of body image categories in the posttest, where most students moved to the low category, further strengthened the evidence of the success of the treatment.

This study is said to be successful based on several data evidences obtained from the results of the pretest and posttest using group guidance services using visualization techniques (wilded imagery) for class XI students of MAN 1 Mandailing Natal. Evidence of success can be seen from significant changes in the level of students' body image before and after the intervention.

In the initial stage, a pretest was conducted to determine the initial condition of students related to the level of body image. The pretest results showed that of the 8 students who were the subjects of the study, no students were in the low category, no students were in the medium category, and 8 students (100%) were in the high category. These data indicate that before the treatment, students were in the high category, which indicates the presence of body image problems in most students.

After the intervention through three group guidance sessions with visualization techniques, a posttest was conducted to determine changes in body image levels. The posttest results showed significant changes: 7 students (88%)

were in the low category, 1 student (13%) was in the medium category, and no students (0%) were in the high category. The shift of the majority of students from the medium and high categories to the low category indicated an improvement in self-acceptance and reduction of stress related to body image. In addition, the results of statistical tests using the Wilcoxon Signed Ranks Test also supported the success of this study. The Z value = -2.527 with Asymp. Sig. (2-tailed) = 0.012 significance indicated that there was a significant difference between the pretest and posttest results (significance value 0.012 <0.05). This means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected, so it can be concluded that visualization techniques in group guidance services are effective in reducing body image stress in students. From the changes in pretest and posttest data and the significant statistical test results, it can be emphasized that this study succeeded in achieving its objectives in increasing self-acceptance and reducing students' body image stress.

It turns out that after being examined, the results of this study are the same as the results of the research(Andini et al)which examines the influence of optimism on the body image of female adolescents who use beauty products in Karawang. The results of the analysis show a significant influence of optimism on body image with a significance of 0.003 (<0.05), and the influence of optimism is 8.7%.

Body Image Theory (Cash & Pruzinsky): According to Cash and Pruzinsky (Shanti & Zahra), body image is how individuals view their body condition and physical appearance, including attitudes and feelings towards their bodies. They state that body image can be positive or negative depending on personal perceptions and environmental and social influences. Factors that influence body image include cultural socialization, interpersonal experiences, physical characteristics, and personality factors. Thus, this theory can strengthen that visualization techniques in group guidance can reduce body image stress in students. The visualization approach helps in building a positive mental image, while group guidance provides social support that strengthens self-acceptance.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the visualization technique group guidance service (wilded imagery) is effective in alleviating body image stress in class XI students of MAN 1 Mandailing Natal. This is proven through the results of statistical tests using the Wilcoxon Signed Ranks Test which showed a significance value of 0.012 (less than 0.05), which means that there is a significant difference between the level of body image before and after the intervention. In addition, changes in the pretest and posttest results also strengthen this conclusion, where in the pretest the majority of students were in the high category, while in the posttest the majority of students moved to the low category. This indicates an increase in self-acceptance and a reduction in stress related to body image after participating in group guidance services with visualization techniques. Thus, the visualization technique (wilded imagery) has been proven effective in increasing positive body image and reducing body image stress in adolescents.

REFERENCES

Afdila, JN (2016). The Effect of Guided Imagery Therapy on Stress Levels in Final Year Students in Completing Their Thesis.

Aisyah, EP, Simatupang, M., & Aisha, D. (2023). The Influence of Optimism on the Body Image of Adolescent Girls Who Use Beauty Products in Kerawang. 6(2).

Alkheyr, Z., Id, M.M., Das, P., Aljenaee, K., Kamel, C., Hajji, S.A., Flood, J., Atkin, S.L., & Id, KFA (2024). Self-esteem and body image satisfaction in women with PCOS in the Middle East: Cross-sectional social media study. https://doi.org/10.1371/journal.pone.0301707

Amin, NF, Garancang, S., Abunawas, K., Makassar, M., Negeri, I., & Makassar, A. (2023). General Concept of Population and Sample in Research. 14(1).

Andini, AP, Fatimah, S., & Novianti, W. (2024). The effectiveness of classical guidance services with modeling techniques to improve. 7(6). https://doi.org/10.22460/fokus.v7i6.

Balaka, DMY (2022). Quantitative Research Methodology. Widina Bhakti Persada Bandung (CV Group. Widina Media Utama).

Haryati, S., Sukarno, Astuty, Muhlisin, A., & Singgih, S. (2021). Study of Regrouping of Public Elementary Schools in Magelang to Improve Education Quality Management. https://doi.org/10.32678/tarbawi.v7i02.4620.INTRODUCTION

Intézet, STP (2019). Az Önelfogadás Kihívásaitól A Testpozitív Mozgalmakig – A Pozitív Pszichológia Testképei. 361–373. https://doi.org/10.1556/0016.2019.74.3.6

Lupitasari. (2019). The Relationship between Self-Esteem and Body Image in Female Adolescents of Grade X of High School. 1

Munawirah, R., & Hamdani, SSS (2024). The Effectiveness Of Google Sites On The Concept Mastery Of High School Students. Physics Education Study Program.

Nabilah Risky Ary Budianto, Hamid, H., & Ridfah, A. (2023). The Influence of Social Comparison with Peers on Body Image of Students of SMPN 6 Makassar. 3(1)

Ni'mah, F. (2023). The Effectiveness of Classical Tutoring Services with Self-Instruction Techniques Based on QS Al-Mujadilah Verse 11 in Overcoming Learning Burnout for Class VIII Students of SMPN 3 Semarang Regency.

Pollina-pocallet, M., Artigues-barber, E., Tort-nasarre, G., & Sol, J. (2021). Self-Perception and Self-Acceptance Are Related to Unhealthy Weight Control Behaviors in Catalan Adolescents : A Cross-Sectional Study.

Prameswari, DP, & Rahayu, TS (2020). Effectiveness of Cooperative Learning Models of Make A Match and Numbered Head Together Types: 3(1).

Regan, H., Keyte, R., Mantzios, M., Egan, H., & Regan, H. (2023). The Mediating Role of Body Acceptance in Explaining the Relation of Mindfulness, Self-Compassion and Mindful Eating to Body Image in Gay Men and Bisexual Men. Mindfulness. https://doi.org/10.1007/s12671-023-02095-7

Sampin, N., Daulay, N., Islam, U., & Sumatra, N. (2023). Management of Students' Self-Acceptance of Body Image: A Case in a Seventh Grade Junior High School Student. 9(01). https://doi.org/10.32678/tarbawi.v9i01.8177.INTRODUCTION

Shanti, P., & Zahra, ACA (2022). Self Esteem and Gratitude as Predictors of Body Image: A Study on Male Adolescents in Malang City. 11

Sumanty, D., Sudirman, D., & Puspasari, D. (2018). The Relationship between Religiosity and Body Image in Early Adult Women. Journal of Islamic Psychology and Culture, 1(1). https://doi.org/10.15575/jpib.v1i1.2076

T.Erford, B. (2020). 40 TECHNIQUES Every Counselor Should Know Second Edition (2nd ed.).

Usmar, APM, Meizara, E., Dewi, P., & Hamid, H. (2022). The Influence of Upward Comparison on Body Image in Female Adolescents Who Use Social Media in Makassar City. 1(4)

Windi, WA, Taufiq, M., & Muhammad, T. (2022). Implementation of Wilcoxon Signed Rank Test to Measure the Effectiveness of Providing Video Tutorials and PPT to Measure Theoretical Value. Produktif: Scientific Journal of Information Technology Education, 5(1). https://doi.org/10.35568/produktif.v5i1.1004