

STUDENTS' EFFORT FOR ACHIEVEMENT IN STRENGTHENING CONFIDENCE CHARACTER TOWARDS BODY SHAMING BEHAVIOR AT SMAN 1 GEDANGAN

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Abstract

This study describes the efforts made by outstanding students at SMAN 1 Gedangan regarding strengthening the self-confidence character of the body shaming they experience. This study aims to analyze the efforts made by outstanding students at SMAN 1 Gedangan regarding strengthening their self-confidence character over the experience of body shaming. The theory used is the self-confidence theory by Peter Lauster. The type of research used is a qualitative approach with a case study research design. The data collection techniques in this study were in-depth interviews, observation, and documentation, with research informants selected using the criteria (1) outstanding students at SMAN 1 Gedangan, (2) aged 16-17 years, (3) had and or were experiencing behavior body shaming. The results of this study indicate that the presence of body shaming not make achieving students experience a bad impact, but the experience of body shaming becomes a source of strength for high achieving students to strengthen self-confidence through four efforts, namely (1) improving self-quality by honing competence and praying to God Almighty as a fortress of faith, (2) turning weakness into strength, (3) building self-construction of body shaming into a source of positive strength for students, (4) building self-esteem through achievement.

Keywords: *Character, Confidence, Body Shaming*

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Citation in APA style: Nisa, L. R., Sarmini. (2022). STUDENTS' EFFORT FOR ACHIEVEMENT IN STRENGTHENING CONFIDENCE CHARACTER TOWARDS BODY SHAMING BEHAVIOR AT SMAN 1 GEDANGAN. *JOSAR (Journal of Students Academic Research)*, 7(2), 227-249.

Received:
July, 1st 2022

Revised:
September, 10th 2022

Published:
September, 30th 2022

DOI: <https://doi.org/10.35457/josar.v8i2.2389>

1. INTRODUCTION

The age of high school students (High School) is the age of teenagers. Adolescence is a period of change or transition from children to adults which begins in 12 years and will end in their early 20s (Fauzia, 2019: 239). The age of adolescents cannot be determined precisely, but according to the Regulation of the Minister of Health of the Republic of Indonesia Number 25 of 2014, adolescents are residents in the age range of 10-18 years. However, according to the Population and Family Planning Agency (BKKBN), the age range for adolescents is 10-24 years old and unmarried. Adolescents do not have general agreement on age group boundaries. However, teenagers are always associated with the transition from childhood to adulthood. This period will go through several stages of development in life. In addition to physical and sexual maturity, adolescents also experience stages towards social and economic independence, build identity, and cultivate abilities or skills. In adolescence, a person will be busy looking for his identity and easily experience a personality disorder characterized by unstable emotions. Because at that time, a teenager will be easily influenced by external values or standards, namely a pluralistic society which is then internalized in him (Lestari, 2020:565).

Teenagers are often dubbed as agents of change for the development of a country, including Indonesia. It is considered that the future of a nation lies in the next generation. Adolescents or youths are considered as agents of change and social control who are transformed into ammunition or new forces from the progress and retreat of a nation that is ready to take a role in the progress of the life of the nation and state. Therefore, adolescents need to prepare themselves to become the next generation with character, noble character and responsibility for the future of a prosperous and dignified country (Januarharyono, 2019:6).

Etymologically, the character comes from the Latin character, *kharassein*, in Greek *charrassein*, which means to make sharp and deep. Character is defined as character, nature, and character. Meanwhile, according to the Indonesian dictionary, character means the inner nature of humans that affects all thoughts and behavior or a person's character (Eko, 2021: 2). One of the important characters to be instilled, developed, and given reinforcement to each student is the character of self-confidence. Self-confidence is defined as an attitude of confidence in one's own abilities towards self-fulfillment such as the achievement of a personal desire and expectation. Self-confidence is the basic capital for the development of self-actualization. With confidence, a person will be able to know and understand himself. On the other hand, without self-confidence, one cannot develop one's potential (Afifah, 2019:50). As the nation's successor, self-confidence is a character that must be possessed by high school students to carry out all activities in their daily lives, both at school and in the family and community environment, such

as communicating in public to express opinions, socializing with the surrounding environment, and show their potential in order to bring a benefit to themselves and others.

Self-confidence means being able to withstand pressure, being able to control things, and avoiding low self-esteem. With self-confidence, a person can improve their abilities to provide benefits for themselves and others (Adawiyah, 2020: 138). The characteristics of people who have self-confidence are always calm in doing everything, have adequate abilities and potential, are able to control tensions that arise in various situations and conditions, have mental and physical conditions that are sufficient to support their appearance, have good social skills, always be positive when facing various problems, dare to accept rejection, have a positive and realistic perspective, have good self-control (Yolanda, 2021:1347).

There are two factors that influence self-confidence in a person, namely internal and external factors. Internal factors include self-concept, self-esteem, experience, and physical condition (Afifah, 2019: 46). While external factors can include moral support from the family, community, and friends. Moral support from family and friends is the best key to increase one's self-confidence, so that they are equal to others (Ndruru, 2020: 290).

The character of self-confidence is needed for students who excel. Without self-confidence, students will not be able to develop their abilities to the point of achievement. Achievement is the result achieved by someone when doing a certain activity. Achievements will never be produced as long as someone does not do an activity. It is not easy for someone to achieve a desired achievement; it is not only a smooth road to achieve achievement but also has to face various obstacles and obstacles that hit him. The knowledge, experience, and skills gained will shape students' personalities, broaden their horizons, and improve students' abilities. Thus, students who are active in a good activity will get a lot of experience and do not rule out the possibility to achieve an achievement. On the other hand, students who are not active will have minimal experience so that it can be said that their achievements are difficult or even not increasing (Marjono, 2018:14).

The character of self-confidence is needed by high school students to deal with body shaming behavior that often occurs. The term body shaming is often intended to mock or criticize someone who has a different physical appearance from the views of society in general. Without realizing it, body shaming behavior is often found around the environment, either intentionally or not (Fauzia, 2019:5). In fact, the phenomenon of body shaming is nothing new. However, until now this behavior is still carried out by most teenagers in Indonesia. Both on social media and in real life. Body shaming can be done individually or in groups, which at first was considered as a joke. Regarding verbal violence, there were 966 cases of body shaming or

body image insults handled by police from all over Indonesia throughout 2018, as many as 347 cases have been completed either through law enforcement or mediation (Ndruru, 2020: 289).

The act of body shaming is part of a criminal act that can be legally accounted for. This is because the purpose of law is to achieve justice and certainty in society. At first the behavior of body shaming was considered only a joke or ridicule, but as more and more people were affected and disturbed, the government responded to the body shaming problem by reviewing and establishing offenses for body shaming behavior as a form of solution in preventing and reducing potential violence in the future (Ndruru, 2020:290).

Dealing with body shaming certainly requires a process that is not short. This body shaming behavior will leave an imprint on someone who experiences it, especially if the perpetrator performs this behavior continuously and repeatedly. Things like this will bring up the impact of body shame on someone who experiences it, by feeling ashamed and always dissatisfied with his own body. Even to the point of causing insecurity and having a very deep sense of trauma (Geofani, 2019:2). In addition, body shaming acts also have other impacts ranging from depression, introverts, eating disorders, even the most fatal ones can cause someone to commit suicide (Febrianti, 2020:14). Experiencing body shaming treatment makes some individuals make changes to avoid body shaming behavior again. The process of change that is carried out by each individual is different. The process of this change depends on the body shaming treatment received by the victim. In the body shaming experience, eventually the individual will experience a process to be able to appreciate and appreciate the body as it is. (Fauzia, 2019:7).

At SMAN 1 Gedangan, there are outstanding students who have experienced body shaming behavior but are able to show the world that he is a special person with his confident character. The achievements referred to in this study are students who get champions when studying at SMAN 1 Gedangan from the district level to the national level. The achievements include 1st place in the Karate Championship, 1st place in the Running Championship, 1st place for rowing at the national level, 2nd place for Paskibraka at the provincial level, and Miss Favorite Sidoarjo in 2022. SMAN 1 Gedangan is a public high school with its address at Jalan Raya Sedati KM. .2 Wedi Village, Gedangan District, Sidoarjo Regency, East Java with postal code 61254.

SMAN 1 Gedangan has a school accreditation score of A with the number of students in class X consisting of X MIPA which has 286 people and X IPS there are 143 people, so the number of students in class X is 429 people. While class XI consists of XI MIPA which has 296 people and XI IPS there are 106 people, so the number of students in class XI is 402 people.

And in class XII consists of: XII MIPA which there are 268 people; XII IPS there are 108 people; and class XII Language there are 32 people, then the number of students class XII is 408 people. Thus, the total number of students at SMAN 1 Gedangan is \pm 1,239 people.

The number of students who excel during the past year is approximately 20 students. Of the approximately 20 outstanding students at SMAN 1 Gedangan, there are five outstanding students who have experienced body shaming behavior. These five students are someone who has won in the fields of sports, modeling, and marching according to their respective talents. However, when they got the champion they had dreamed of, the five students actually got ridicule and insults from their closest environment such as friends and family. The self-appearance possessed by outstanding students changes when they carry out the process to achieve an achievement they have achieved. Starting from being ridiculed because of his black skin, his body that is too thin, the fashion or clothes used are not attractive, belittled because he doesn't deserve to be a champion, even insulted like uncles' mistresses. However, the five outstanding students were not just silent when they got the body shaming behavior, they made efforts in a classy way. Classy in question is achievement. So, high achieving students repay the body shaming behavior with the achievements that will be achieved again. The efforts that have been made by the five outstanding students are intended to be able to silence body shaming behavior again with the achievements that have been obtained again.

Research on body shaming has been done before by Tri Fajariani Fauzia and Lintang Ratri Rahmiaji (2019), in this study explaining the experiences of body shaming behavior experienced by adolescent girls, ranging from the impact received by adolescent girls to the efforts made not to accept body shaming behavior again. The study also stated that body shaming behavior can occur in the family, friends, and community. Another study conducted by Andika Wahyudi Gani and Novita Maulidya Jalal (2021), in this study explained that body shaming behavior often occurs in adolescents who are considered to be mostly carried out by their friends.

This behavior makes some teenagers to fight and some others choose to be silent and shut themselves off. Body shaming behavior makes teenagers become insecure and withdraw from the environment. Another study was also conducted by Aprilia Yolanda, Ni Ketut Alit Suarti, and Ahmad Muzanni (2021), in this study explaining that there is indeed an influence between body shaming behavior and students' self-confidence because when that behavior occurs students are afraid of being ridiculed, afraid to go to other places. school, feel worthless and useless, feel inferior, lack socialization, and are afraid to do activities that can be the center of

attention. The study also explains that body shaming behavior can occur in the family, community, and school environment

From these previous studies, and looking at the background of the events that took place at SMAN 1 Gedangan, the researchers were interested in observing how the efforts made by outstanding students in strengthening the self-confidence character of the body shaming behavior they experienced were reviewed using five aspects of Peter Lauster's confidence, namely (1) belief in self-ability, (2) optimistic, (3) objective, (4) responsible, and (5) rational.

Efforts to strengthen self-confidence carried out by these students can trigger the enthusiasm of other teenagers to show the quality of their identity, in order to form a noble character in themselves and prevent the occurrence of body shaming behavior again. In addition, this will also be an example and motivation to rise up for all teenagers who experience body shaming behavior in dealing with their problems. Schools are a strategic tool to help students gain knowledge to practice good behavior habits and develop their abilities, so that they can help students strengthen their self-confident character.

2. METHODS

This research uses a qualitative research approach with a case study research design. Referring to the case study by Robert K. Yin who said that the case study is an empirical investigation that investigates a contemporary phenomenon in the context of real life (Nur'aini, 2020:93). In this study, case studies were used to describe the efforts of outstanding students at SMAN 1 Gedangan in strengthening confidence in body shaming behavior, including: (1) improving self-quality by honing their competencies and praying to God Almighty as a fortress of faith, (2) turning weaknesses into strengths, (3) building self- construction of body shaming behavior into a source of positive strength for students, (4) building self-esteem through achievement.

The research subjects taken were five students using three criteria, namely: (1) outstanding students at SMAN 1 Gedangan class X and XI, (2) aged 16-17 years, (3) had experienced body shaming behavior. The five students are Eka (student's pseudonym), a 16-year-old girl, who won the district-level running championship with experience of body shaming being teased by her friend for having big calves and striped facial skin. Erina (student's pseudonym), a 17-year-old girl won 2nd place in the paskibraka championship at the provincial level with the experience of body shaming being ridiculed by her family for having a shorter body with 155cm height and more black skin than her brother. Gilang (student's pseudonym), a 16-year-old male won 1st place in the karate championship at the provincial level with

experience of body shaming, being insulted by his friends, does not deserve to be a champion because his body is too thin and has black skin. Nike (student's pseudonym), a 16 - year-old woman won Miss Favorite Sidoarjo in 2021 with the experience of body shaming being ridiculed by her friends for having acne-prone faces. Lusi (student's pseudonym), a 16- year-old girl won 1st place in a rowing championship at the national level with the experience of body shaming being insulted by her friends because her body is full like a man and has black skin.

Data collection techniques used in this study were in-depth interviews, participant observation and documentation. In-depth interviews were used to collect data on: (1) improving self-quality by honing one's competence and praying to God Almighty as a fortress of faith, (2) turning weakness into strength, (3) building self-construction of body shaming behavior as a source of energy. positive force for students. Participant Observation is used to collect data in the form of student behavior while at school to try to build self- esteem through the achievements that have been obtained. Documentation is used to collect data in the form of self-confidence theory by Peter Lauster.

This study uses the data analysis technique of the Miles and Huberman model (in Fadli, 2021:44), there are four stages, namely First, Data Collection. In this study, three data collection techniques were used, namely in-depth interviews, participant observation, and documentation. Second, Data Reduction, which is summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and discarding what is considered unnecessary. In this study, the data focused on four sub-variables, namely (1) the efforts of outstanding students to improve their quality, which was carried out in two ways, namely practicing to hone their competencies or talents, and praying to God Almighty. (2) turning weakness into strength, this effort is carried out in three ways, namely continuing to appear as is as a form of gratitude to God Almighty, being patient, and adapting to the environment. (3) building self-construction of body shaming behavior becomes a source of strength for students. This effort was built with the support given by parents to outstanding students and the strength that was formed, namely the belief in their abilities and optimism in achieving the desired achievements. (4) students make efforts to strengthen self-confidence also by building self-esteem through the achievements they have obtained. Third, data presentation, in this study the data is presented in the form of a description or description of efforts to strengthen the self-confidence character carried out by high achieving students on body shaming behavior. Fourth, Conclusion or Data Verification, in this study data verification is done by connecting the data obtained in the study with Peter Lauster's self- confidence theory which consists of five aspects, namely (1) belief in self-ability, (2) optimism, (3) objective , (4) responsible, and (5) rational

3. RESULTS AND DISCUSSION

This study examines the efforts made by outstanding students in strengthening the self-confidence character of the body shaming behavior they experience. These efforts include (1) improving self-quality by honing competence and praying to God Almighty as a fortress of faith, (2) turning weakness into strength, (3) building self-construction of body shaming behavior into a source of positive strength for students, (4) build self-esteem through the achievements that have been obtained. The four efforts are believed to be able to strengthen students' self-confidence so that a good self-confidence character can be formed, because these efforts are not carried out only once, but are carried out continuously and repeatedly when the body shaming behavior comes from new people who do not know the students closely.

Improving Self-Quality by Sharpening Your Competencies and Praying to God Almighty as a Fortress of Faith

Achievement students improve their quality by doing two ways, the first is developing their talents or honing their competencies and the second way is done by praying to God Almighty as a fortress of faith in themselves.

The first way is to develop talents or hone their competencies. Each student must have their own talents that are formed from their interest in something. According to students, talent will provide good benefits if he is really serious about developing his potential. Talent can be developed through exercises in accordance with the field of interest, namely sports, marching, and modeling. Schools are good places to develop talents such as in extracurricular activities. In addition, schools also play an important role in developing student talents such as providing various information about competitions according to the talents of students. As Erina (17 years old) said as follows:

“...At that time, the information on the competition was provided by the school to all students. I was challenged to take the competition, and it turned out that I was able to successfully get the Miss Favorite champion. The information provided by the school is very useful and provides an opportunity for success for me” (Primary Data, 14 June 2022)

Erina (17 years old) feels helped by the school because the information provided can actually help her to show the quality of her potential. The information provided by the teacher can be an opportunity for the success of students who are willing to try and believe in their

abilities. The existence of extracurricular at school is also a means for students to develop their abilities. As Erina (17 years old) said as follows:

“...From middle school I really like to join the marches. Coincidentally, with the extracurricular paskibraka at this school, I was also able to further hone my line-up talent. Usually, competition information is provided by the school, and the paskibraka team is doing the selection. In my opinion, the information provided is an opportunity to show my abilities and I can be selected to be part of the competition. It turns out that participating in the competition can lead me to the point of success in achieving provincial level achievements” (Primary Data, 17 June 2022).

According to Erina (17 years old), the existence of extracurricular activities can be a means for students to hone their abilities according to themselves. The competition information provided by the school is an opportunity for all students so that they can show their abilities and participate in the competition, both in groups and individually. In line with the opinion of Ina Magdalena, Yulia Septina, Rideva Az-zahra, Annisa Dwi Pratiwi (2020:286) who said that one of the factors for the development of student talent is the school environment. The school environment can be used for students in the teaching and learning process, schools can also influence the interests and talents of a student, with the school, students' talents can be developed intensively and teachers are responsible for the process of developing student talents in schools.

Not only at school, students who have sports talent, usually also do exercises outside of school such as joining karate clubs, running clubs, and rowing clubs. These exercises certainly have an intensive schedule every week. Like Gilang (16 years old) who has a karate training schedule every day after school. This is different from Lusi (16 years old) who has a rowing training schedule twice a week on Saturdays and Sundays at 15.00 WIB. But not only that, Lusi (16 years old) has also honed her modeling and boxing talents outside of school. Eka (16 years old) also said that he has a running practice schedule at 06.00 WIB every Saturday and Sunday. This schedule is different from the schedule when participating in a competition. If participating in a competition, the schedule may change to meet more often to carry out pre-competition training.

In contrast to Nike (16 years old) who did his modeling talent at school, he was assisted by the school to hone his talents such as training to learn general knowledge, how to walk, and speak well. The exercise was carried out until he formed a strong self-confidence to be able to take part in the competition. Likewise with Erina (17 years) who honed her lineage talent at school. He was trained mentally and physically. Usually the schedule given by the school is on Saturday or after school. These five outstanding students always follow the training according

to a predetermined schedule, this proves that these outstanding students are responsible for something that has become their choice. Students choose to improve themselves by honing their abilities by participating in exercises and competitions, students do this with enthusiasm and pleasure. According to Lauster, the attitude of the outstanding student shows that he has self-confidence because responsibility is one aspect that must be fulfilled in determining one's self-confidence.

The five outstanding students think that talent needs to be developed by being trained continuously so that it can become something useful. Talent is related to self-ability. Therefore, students are always enthusiastic and believe in their abilities so that they can achieve the achievements that they dream of. As stated by Peter Lauster that someone who has confidence in his abilities shows that someone has self-confidence. Confidence in their talents makes outstanding students have the ambition to be enthusiastic about participating in the training and competitions they have participated in. This is a positive attitude of students towards their own understanding of what they will do.

The five outstanding students also think that the higher the enthusiasm to develop the abilities possessed by a student, the higher the chances of success that will be achieved. Vice versa, the lower the enthusiasm of students in developing the abilities possessed by a student, the lower the chances of success that will be achieved. This is in line with the opinion of Salwa, Ruslana, and Wiwit (2020:6) who say that talent is a potential ability possessed by a person to be able to achieve success in the future. Talent really needs to be developed by being trained continuously so that it can become capital and produce a skill, good habit, and even achievement in the field occupied. Talent will affect the high and low achievement of a student in certain fields. Talent is closely related to self-ability. Therefore, if a person is confident in his own abilities and is willing to try, then the talent that is in him can develop well (Assad, 2021: 80). The opinion of the outstanding student shows that he has an objective and rational attitude. This is because outstanding students have a good view that is in accordance with the proper truth and can be accepted by common sense. In this case, Lauster also said that someone who has self-confidence is someone who has an optimistic, objective, and rational attitude towards the problems he faces.

The focus on continuing to practice is carried out by all students with the aim of being able to appear confident again because they feel that they have abilities that other people do not have. Therefore, he focuses on making his talents pay for the body shaming behavior that has occurred or will happen again in his life. Students want to change the point of view of friends, family, and other communities that not all beautiful women and handsome men are white,

smooth, clean, ideally tall, have a sharp nose, and are stylish. But beautiful and handsome can also be judged from the achievements he has. In accordance with the meaning of beauty in the Chinese Mao Zedong era which required women to refuse to decorate themselves such as wearing makeup and jewelry. This is done to change the habit of women beautifying themselves and tend to encourage women to become politically active, nationalist, and well-educated figures (Rizkiyah, 2019: 138).

Through efforts to improve self-quality for the better by developing competencies or talents that they have, it turns out that students experience differences in attitudes that are carried out by others towards themselves, such as being more trusted to represent competitions in their talent field. Friends, family, and teachers also provide support to him, so that it makes students more confident in doing all their activities. The focus of practice to continue to develop and improve self-quality is an effort that students make continuously in order to maintain themselves so they don't get body shaming behavior again and strengthen their confident character.

The second way is to pray to God Almighty. Improving self-quality is not only a matter of physical or ability, but also with faith in God Almighty. Through prayer, students can ask what their hopes are from God Almighty. As Nike (16 years old) said as follows:

“...besides practicing, I also ask God Almighty to give me the confidence that this ability can lead me to the point of success and I can appear more confident. Without the involvement of God Almighty, I would not be able to become like this” (Primary Data, June 14, 2022).

Based on this narrative, students believe that without the involvement of God Almighty in helping to realize what they want, especially in terms of self-confidence, students will also not be able to deal with body shaming behavior with the confidence they have. According to students, without him praying to God Almighty, then a good thing will never happen in his life. This effort to pray to God Almighty makes students able to build strong faith to form the strengthening of self-confident character, because in him it seems as if he is being led to appear confident that his talent can lead him to a point of success. Outstanding students also think rationally and objectively that having strong faith can keep students away from various obstacles such as feeling lazy during practice, bad influences given by other people, to being unsure of their abilities. This is in line with the opinion of Dwi Wahyuni (2019: 27) who says that prayer is a servant's hope to his Lord, prayer is a must and a servant's request to his Lord. Praying makes humans able to have good relations with those that cannot be reached by humans themselves. Praying is doing something, which is the most important thing that one can do the

first time to face every problem, because prayer is the right and right action which is a mental and spiritual action that gives birth to the highest form of power.

Turning Weaknesses Into Strengths For Students With Achievements

The weaknesses referred to in the results of this study are the self-appearance of high achieving students who are considered less than the standard of good self-appearance by their immediate environment, such as (1) being ridiculed by their friends for having large calves and striped facial skin, (2) being ridiculed by their family for having a shorter body. with a height of 155cm and more black than his brother, (3) insulted by a friend who doesn't deserve to be a champion because his body is too thin and has black skin, (4) ridiculed by his friend because he has a pimpled face, (5) insulted by his friend because of his body contains like a man and has black skin.

According to students, the word beautiful that lives in the eyes of society is a woman who has a body with an ideal height of approximately 160 cm, has an ideal body weight of approximately 55 kg, and has white, clean, and smooth skin. Likewise, handsome, handsome who lives in society is a man who has a body with an ideal height of approximately 170 cm, has a body with an ideal weight of approximately 63 kg, has abundant wealth or property, has a sharp nose, and have white and clean skin. This is in accordance with the opinion of Mafoyo (2019: 64) which says that people view beauty as only physical, especially white, clean, and straight hair. Women's beauty also becomes something meaningful when someone is in a place where he is, it makes people more affected by technological developments that show beauty. In addition, another opinion was also stated by Rais (2022: 80) who said that the standard circulating in Indonesian society is that a man must have a large income or have wealth with abundant assets and have a full body, have fair skin, and do not have wealth. physical disability or disability.

This weakness becomes a strength for students which is carried out in three ways, namely being grateful for the circumstances they have, being patient, and adapting to the environment. First, be grateful for the circumstances you have. This is done by outstanding students by not comparing themselves with others. Body shaming behavior from other people makes a person compare himself with others in all aspects, both physical and other self- appearances, so the impact that occurs is blaming himself and never being satisfied with what he has. By being grateful for the circumstances that they have, making outstanding students believe that their shortcomings can be an advantage that other people cannot have.

This gratitude is built when she looks in the mirror, as stated by Lusi (16 years old) as follows:

“...when I look in the mirror, I always say that I am a beautiful black woman, an accomplished black woman. I am rare and there will be no one else in me. God has given me many pleasures including perfection in my body” (Primary Data, 13 June 2022)

When she saw herself in the mirror, Lusi (16 years old) felt that God was so good because she had given perfection in her body. In addition to shortcomings, God also gave her advantages that other people did not have. Faith in God Almighty makes students always feel grateful, because if they continue to compare with others, students will never be able to appreciate themselves. Johan Satria Putra (2019:201) argues that in line with this, adolescence is indeed a time where a person will often compare himself to others. This comparing behavior can cause a teenager to be less confident. Therefore, being grateful can actually bring benefits to teenagers, namely to foster good self-acceptance conditions

Students choose to accept the body shaming behavior committed by others against themselves, but students also prove that what is in their shortcomings contains an advantage that will never be owned by others. The attitude that has been carried out by these outstanding students is a form that they are objective about the problem of body shaming because students feel that what other people have talked about about the shortcomings in their bodies is indeed true. Therefore, students do not want to compare themselves with others so that students feel more confident with their appearance. However, outstanding students also have an optimistic attitude that sees that their weaknesses can make them an advantage and become a strength for themselves. This optimistic attitude encourages outstanding students to be able to show their confident character in front of everyone. Lauster also said that from the five aspects of self-confidence, there is an optimistic and objective attitude which is a measure that a person has strong self-confidence.

Second, is by being patient. In this case students let what other people say to themselves, patience here means that students forgive people who have behaved body shaming against themselves. Patience is a form of self-control for these outstanding students towards themselves so that they are not affected by the bad things that other people talk about. Students believe that by being patient, they can also stay focused on what they are doing, especially in terms of improving their quality so that they can remain confident when doing all their activities. Ernadewita and Deswita (2019:58) also say the same thing that patience is a form of self-control in which a person will try to regulate himself in such a way as to maintain goodness. Someone who has good self-control, then he will always correct himself in every behavior and action that will be taken.

Students are confident and ambitious to prove that their shortcomings will lead to success and can close the body shaming behavior they experience. As stated by Eka (16 years), as follows:

“...I just let people vilify me. I forgave him but didn't change my belief to stay focused on my abilities. Just be patient, this behavior will stop after I get another achievement” (Primary Data, 17 June 2022)

Lusi (16 years old) also said about her efforts to restrain herself from being patient, as follows:

“...now more in control. If you used to like punching a friend's nose, now you don't anymore. When I hear someone talking about me bad, the way is to hold it in, be patient. Talking to yourself "patience, patience, patience, don't let mommy be called to the BK room again" like that. It's a pity that mommy is often called to school because of my bad behavior” (Primary Data, 13 June 2022)

Students think rationally that by being patient and accepting bad words from others, they can make themselves refocus on their abilities. Students feel that by being patient they will also prevent new problems from arising in their lives. This form of self-control is very beneficial for students to remain confident without listening to bad words from others. Ernadewita and Deswita (2019: 58) also say that someone who has a patient attitude in himself will more easily accept the reality of life, especially if reality is inversely proportional to expectations, a person may experience a response of grieving or even despair. Patience is the best solution in dealing with these problems, although it is not easy to accept situations and conditions that can disturb peace of mind. Patience will give birth to strength and enthusiasm when students are experiencing difficulties, because people who are patient will be better able to accept the reality of life with grace and willingness

The existence of these bad words will actually make students feel motivated and make themselves more enthusiastic to focus on pursuing what they want, especially in terms of achievement. When students remember that their competencies are not necessarily owned by other people, even those who mock them, then they become more confident and assume that the body shaming behavior they experience is just a breeze. The attitude of this outstanding student is a form of responsibility when he knows that his appearance does not meet the standards in society, the student accepts the consequences in the form of ridicule and turns it into motivation for himself. This is in line with Lauster's theory which says that one aspect of a person's self-confidence is a responsible attitude.

Third, it is done by adapting to the environment. When students first experience body shaming behavior, of course students feel pressured by this condition. However, it can lead to an attitude of confidence when students adapt to their environment. For example, when friends or family invite jokes but towards body shaming, he is no longer carried away by feelings. Because they are used to these conditions. The way students can get used to this environment is also influenced by a sense of patience. As stated by Gilang (16 years) as follows:

“...At first I was hurt, but I always filled my dhikr, especially istighfar in my heart. So when joking by mocking my appearance, I can already control that. Already getting used to the way he jokes, so it doesn't hurt anymore. But more confident” (Primary Data, 14 June 2022)

According to students, adapting to this environment is an effort that takes a long time, because they have to understand and get used to the way someone jokes. When students have successfully adapted, usually body shaming behavior does not have any impact on themselves, but is a self-confidence that is formed because students can control themselves calmly.

Building Self-Construction of Body Shaming Behavior Becomes a Positive Source of Strength for High Achievement Students

Outstanding students build self-construction with the support provided by their parents. Parents are the first people who will help their children when they are having a problem. Teenagers like high school students are still busy looking for their identity and need guidance from their parents. The role of parents in general is to provide direction and can supervise their children properly. This outstanding student always tells the problem he is facing with the aim of getting advice or motivation that can make him calmer. The motivation of these parents is able to provide positive energy and can form self-concepts to be more confident in students' abilities and can make students more optimistic about what they aspire to. As stated by Lusi (16 years old) as follows:

“...I don't eat with him, nor do I ask him for living expenses. Why do I take care of them? Just be patient. We each have our own lives, their bad comments are their right. The important thing is that I am here trying to prove that I am not what they think I am” (Primary Data, 13 June 2022)

Lusi (16 years) has a plump body like a man and has black skin. This made her despised by her friends, but Lusi (16 years old) is always eager to continue to develop her potential or talent by always participating in training and championship competitions so that she can travel around Indonesia to pursue her achievements. The self-confidence that is owned by Lusi (16 years old) is formed from the motivation given by her parents, as follows:

“...my self-confidence can be strong because of my mom's motivation. My mom once said that other people don't know what we are doing. They do not know the process we are working on. They also don't know that rowing is hot, there's even physical exercise. It all definitely changed my body shape, as well as my style. In essence, my mom was telling me I wasn't her and she wasn't me. Other people can never be me, and vice versa. Do what you can, and show that what others say about your weaknesses can be covered by your strengths. From there I feel I can be more confident” (Primary Data, 13 June 2022).

According to Lusi (16 years old), with the motivation given by her parents, she can be more confident because her parents encourage her not to have to think about other people's bad words to her so that she can respect herself more. Lusi (16 years old) also feels very supported by her parents for her abilities. His parents never forbade Lusi (16 years old) when they found out that his son had a talent that he felt was unlike anyone else. This rowing talent can take him to various regions in Indonesia, but his parents always trust and free Lusi (16 years old) to choose what he dreams of. Parents who do not demand like that make Lusi (16 years old) feel very challenged to prove that she will not betray the opportunity given by her parents. In him formed a strong self-confidence to prove his ability with extraordinary enthusiasm.

Same is the case with Eka (16 years). who has experienced body shaming with ridicule by his friends has large calves and striped facial skin. Eka (16 years old) felt hurt, because his friend did not know that his striped skin and big calves were a form of his hard work in training to achieve an achievement. However, Eka (16 years old) did not give up just like that, he got motivation from the late. father, as follows:

“...my confident character grew because of the motivation of the late. Papa. Before he died, Papa always supported what I wanted, Papa also said that I should not compare myself to anyone, including my own brother. Papa also said that I have to be confident to keep pursuing what I want. Papa is sure that I will be successful in the future in the best way. That's what I always remember when I feel less confident. I am strong because of papa” (Primary Data, 17 June 2022)

Eka (16 years old) feels that he is always supported by the late. His father was having a problem. Students always remember what their parents said to them. Kind words from parents are always a positive force for students. It will always be remembered, even though his parents have passed away. Eka (16 years) always felt that Alm. His father was still there when he was ridiculed by others. The body shaming behavior he experienced made him remember the motivation given by his parents. Eka (16 years old) is sad because there are no parents, but Eka (16 years old) becomes confident and confident again when that motivation is always

remembered and remembered when he experienced a problem. Eka's parents (16 years old) taught him to always be optimistic and confident in his abilities. Eka (16 years old) is also taught not to compare himself with anyone, including his own brother. For this reason, students always instill in themselves that their abilities will lead them to an achievement that they can be proud of. Therefore, Eka (16 years old) always feels confident despite experiencing body shaming behavior in her immediate environment.

Gilang (16 years old) was also humiliated by his friends because he was considered unworthy of a karate champion, but he never gave up and was always optimistic that with a thin body he could defend his championship title. Many of his friends do not agree because he became a karate champion, but Gilang (16 years old) always tries harder to show his ability. He can have a self-concept like this because of the motivation of his parents, as follows:

“...when I experienced body shaming behavior, I told my parents. My parents' response was very good. My parents said that I had to be strong with the insults, because the higher a person is, the stronger the wind blows against him. My mother said that insults had to be dealt with in a classy way. That classy way is by proving that my talent can cover all the insults. Therefore, when I am lazy to exercise, my mother always reminds me to practice so I can get what I want.”
(Primary Data, 14 June 2022)

Based on the narrative of Gilang (16 years old), it shows that the spirit given by his parents can penetrate the spirit in him as well. The words from parents made his students think that if Gilang (16 years old) had received such abuse, the distance he had traveled would be getting closer to the height. That is, the insults are a form of the process that Gilang (16 years) goes through to get to the success he dreams of. The motivation from his parents makes Gilang (16 years old) more confident because the concept built by his parents is to endure bad words from others, remain confident in his abilities, and be optimistic in achieving what he wants. Through the spirit of practicing karate, Gilang (16 years old) is confident that he will be successful in the future. Gilang (16 years old) feels that telling his parents can make him feel calmer about things. Because when you tell your parents, that's where your parents will give their best support and prayers for Gilang (16 years old).

Support from parents is important for strengthening the confident character possessed by students. It is not uncommon that parents always convince their children to believe in their abilities and are optimistic to achieve everything they dream of. In line with the opinion of Citra Imelda Usman, Retno Tri Wulandari, and Remi Nofelita (2021:13) who said that parental social support is very important support in child development, because parents act as facilitators for

children to solve problems, make choices and self-determination. So that children feel protected, comfortable and recognized as individuals

According to students, it is not uncommon for parents to also forbid their children to develop the desired talents. Because according to parents, the talent chosen by their child does not provide benefits for themselves and their parents. However, with such parental policies, there will be pressure for students to develop their abilities. According to students, parents must also trust their children so that they can accept and support the good things that their children will do. The motivation of parents of outstanding students can build self- construction into a positive force for students to be more confident and optimistic in facing and solving problems. This is in line with research conducted by Anggi Setia Lengkana, et al (2020:10) who concluded that the support provided by parents has a major influence on a child's self-esteem. The existence of support from parents helps children build self-esteem, overcoming the problem of low self-esteem in children. A person who has a positive level of self-esteem is considered to have the ability to meet any challenge. Parental involvement is related to school achievement and adolescent emotional and adjustment during school. Social support is closely related to self-esteem, it happens because when children have positive social support, their self-esteem also increases.

Building Self-Pride through Achievements Makes Students Achieve More Confidence in Everyone

When students can show the achievements they have achieved, they can be more confident because what students get may not necessarily be obtained by other people, especially people who have mocked or insulted them. Insults are rewarded with achievements, which are something these outstanding students are proud of. Outstanding students build pride in themselves through their achievements. This becomes a source of positive strength to appreciate the process and results that have been achieved as an effort to strengthen the character of self-confidence. Outstanding students do not want to change their appearance in the slightest to appreciate the struggles they have made. Black skin, thin body, big calves and arms, skin that is striped and acne-prone is proof that with it all he can be at the point of success in achieving the achievement he wants. Through this way of appreciating all the processes and results, students can be confident when meeting other people, interacting with others, and even appearing in front of all people with these deficiencies in their bodies.

Eka (16 years old) has experienced body shaming behavior because he was ridiculed for having big calves and striped facial skin, which was able to show his achievements, namely by winning a district-level running championship. He feels proud because with this body

deficiency he can become someone who excels and proves that big calves and striped skin are a form of struggle and sacrifice. He was sure and said:

“...Surely there papa is also proud of me, because I can prove it to people who mock my shortcomings. I firmly believe that my shortcomings can bring advantages that others may not have” (Primary Data 17 June 2022)

The superiority of his achievements makes Eka (16 years old) more confident to appear in public. He does not care about the shortcomings that other people talk about. Eka (16 years old) prefers that the shortcomings discussed by other people are a tangible form of him having worked hard to rise from body shaming behavior to become high achieving students who are more confident and do not compare them with other people's bodies. Eka (16 years old) is grateful that this achievement can make him proud and more confident in his abilities. After experiencing body shaming behavior, Eka (16 years old) managed to get another running champion at the district level and was able to win the Koran recitation champion at the district level as well.

Erina (17 years old) also experienced body shaming because she was ridiculed compared to having a short body of 156cm and darker skin than her sister. This body shaming behavior is carried out by her family, but Erina (17 years old) is able to prove that her abilities can provide results that must be proud of. One of the achievements obtained by Erina (17 years) is winning 2nd place in the paskibraka championship at the provincial level. Erina (17 years old) said that after getting the results of this achievement, her family has never again ridiculed her flaws in body or appearance, and her family has also never again compared her to her sister. What Erina (17 years old) got after she was able to excel was support from her family. Erina (17 years old) can show that every competition she participates in always wins. He also once every month is always invited to TVRI. At school, Erina (17 years old) is also the pride of the teacher and is always appointed when there is information about competitions that match her abilities or potential.

Gilang (16 years old) who has experienced body shaming behavior because he was insulted does not deserve to be a champion because his body is too thin and has black skin. When he was insulted by his friends because he didn't deserve to win, Gilang (16 years old) was even more active in practicing and rewarded him with more achievements. One of the achievements obtained by Gilang (16 years old) was winning 1st place in the karate championship at the district level, but after experiencing body shaming behavior Gilang (16 years) was able to win 1st place at the provincial karate championship. Gilang (16 years old) feels proud because his achievements can bring him to various conveniences, such as when he

enters school, he can use evidence of his achievements. He also wants to continue to practice so that he can enter higher education using the achievement path. This makes him always confident that the shortcomings in his body can become an extraordinary advantage if he wants to try.

Nike (16 years old) has experienced body shaming behavior due to being ridiculed by a friend. He was ridiculed because his face was acne and his appearance was not stylish. He also feels more confident when he tries to appreciate his achievements to be a matter of pride in himself, even though he was teased by his friends in the past because he had acne on his face and his appearance was not stylish, but Nike (16 years old) was able to cover the ridicule with his achievements. Nike (16 years old) won the award as Miss Favorite Sidoarjo in 2022 and after experiencing body shaming behavior, Nike (16 years old) was able to win the championship in the sports field, namely karate from the district to the national level. Nike (16 years old) feels proud because with his appearance which is considered lacking in the public's view, it can be closed with the achievements he has achieved. The ability or talent he has is an advantage that cannot be possessed by others, therefore he feels superior to others, so Nike (16 years old) can appear more confident. According to Nike (16 years old), other people's attitudes change when he shows his achievements. From mocking to being kind and congratulating him. He is also more valued than before.

Lusi (16 years old) has experienced body shaming behavior being insulted because her body which is full like a man and has black skin is able to show extraordinary achievements. Lusi (16 years old) is able to hone her talents from modeling to sports, namely rowing. Lusi (16 years old) had a modeling achievement and became a favorite model, but after experiencing body shaming behavior Lusi (16 years old) won 1st place in the rowing championship at the provincial level until she won 1st place in the rowing championship at the provincial level. He feels very proud of the results that have been achieved, because when he succeeded in bringing these achievements, his parents' response would also be very proud and happy. The achievements achieved by Lusi (16 years old) are also able to cover the body shaming behavior carried out by her friends. When he came home from a competition outside the island, his friends congratulated him and were proud of his achievements. Currently, Lusi (16 years old) doesn't care about her appearance, she said the following:

“...until now, when I see my black skin, I feel touched. It turned out that with this black skin I was able to become an outstanding student and was able to cover up all behaviors that demeaned me. When I look at myself in the mirror, I am really black but on the other hand I really feel proud. In the past I was sad because I was ridiculed by black people, now I am proud and more confident because this black person has brought me around Indonesia to achieve

achievements. I'm black and I'm proud. Not necessarily those who mock me can travel around Indonesia and achieve achievements like me” (Primary Data, 13 June 2022)

Lusi (16 years old) feels very proud of herself for being able to go through quite difficult times and not necessarily others can get through, that way she can appear more confident than before. His black skin is a form of hard work, struggle and sacrifice following the training before the competition. Therefore, the form of achievement makes him proud and able to strengthen his self-confident character.

Being proud of the results of one's own abilities is a form of gratitude to God Almighty. Achievement students think logically rationally that without His involvement and belief in themselves, they will not achieve the best results in achieving an achievement. Achievements also cannot be achieved without doing something. Therefore, students are always enthusiastic about developing their talents to improve their quality and can achieve achievements. This effort is felt by students to be able to grow and strengthen self-confidence, because according to students the achievements obtained may not necessarily be obtained by others. Therefore, he is proud of himself because it is considered capable of closing the body shaming behavior he has experienced. This proves that outstanding students have a strong self-confident character because if viewed from Lauster's theory of self-confidence, the attitude of outstanding students refers to the objective, optimistic, responsible, and rational aspects.

Students assume that achievement is an internal advantage that must be proud of and grateful for above the shortcomings possessed by the body. Whatever changes that occur in his body when achieving these achievements, this outstanding student is fully responsible by accepting the situation even though he is ridiculed and insulted by having skin and body shape that does not meet the standards of beauty and good looks of society in general.

4. CONCLUSION

Based on research at SMAN 1 Gedangan, it was found that body shaming behavior can be a positive source of strength to make efforts to strengthen the self-confidence character possessed by outstanding students. When experiencing body shaming behavior, outstanding students build themselves up to make insults, ridicule, and insults from their immediate environment become a motivation for them to show their competence or abilities. Self-appearance that is considered not to meet the standards in the community can be a gift, privilege, and pride for outstanding students, so that this deficiency can become an advantage that can cover the body shaming behavior they experience.

5. SUGGESTION .

The efforts made by these outstanding students show that when they experience body shaming behavior, they do not need to drag themselves down, blame themselves, let alone not be confident, but must get up again and make efforts to strengthen their confident character. Therefore, the researcher's advice for all students or teenagers is not to feel inferior when experiencing body shaming behavior, because it will not make themselves develop and have quality. Instead, make efforts to strengthen the character of self-confidence as has been found in this study. Given that adolescents are agents of change for a country, for this reason, adolescents need to prepare themselves to become the nation's next generation with character, especially self-confidence, noble character, and responsibility for the future of a prosperous and dignified country.

ACKNOWLEDGMENTS

The author would like to thank the school of SMAN 1 Gedangan and all informants who have been willing to take the time and provide information related to their efforts to strengthen the character of self-confidence in body shaming behavior. The author would also like to thank all those who have supported and contributed to the preparation of this article.

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