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Original Article

Relationship Between Body Image and Self-Confidence of Students

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Abstract. Adolescents face various developmental challenges, ranging from academic demands, social relationships, to the search for identity, all of which can affect how they assess themselves. This study aims to determine the effect of body image on students' self-confidence and its implications for guidance and counseling services. The research design used a quantitative correlational approach. The study sample consisted of 138 grade 10 students selected using a stratified random sampling method. The instruments used were the Body Image Inventory and the self-confidence Inventory. Data analysis was carried out using simple regression techniques and correlational analysis. The results showed that body image significantly influenced students' self-confidence. In addition, it was found that adolescents' self-confidence was in the moderate category, body image was in the neutral category, and both had a significant positive relationship.

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Introduction

The level of self-confidence in Indonesia, especially among adolescents, is an issue that requires serious attention. Adolescence is a transitional period full of challenges, such as academic pressure, social demands, and emotional changes, making adolescents vulnerable to various psychological problems (Srumangestu & Fitriani, 2024). According to a survey Kementerian Pemberdayaan Perempuan dan Perlindungan Anak (KPPPA), as many as 56% of Indonesian children, especially girls, experience a crisis of self-confidence. According to the results of research conducted by Antu, M., et al (2023) stated that even 44% had a low level of self confidence in Boalemo, Gorontalo. This phenomenon shows that the problem of self-confidence in adolescents is an urgency of psychological research. One important factor that influences adolescents' self-confidence is body image (Agustin & Rizal, 2022). Rombe (2014) defines body image as an individual's positive or negative view of their body that arises from a sense of satisfaction or dissatisfaction. Ifdil, Denich, & Ilyas (2017) added that body image is a person's subjective imagination about their body, especially in relation to the judgment of others. Meanwhile, Cash & Pruzinsky (2002) emphasized that body image includes perceptions, thoughts, beliefs, and attitudes towards the body that can affect daily behavior. Grogan (2008) also emphasized that body image is an important factor in the development of adolescent self-confidence, where a negative body image can reduce self-confidence and increase the risk of psychological problems.

Several studies support the relationship between body image and self-confidence. Putri (2019) found a significant positive relationship between body image and self-confidence in adolescent girls, where adolescents with a positive body image tend to have high self-confidence. Similar results were found by Saraswati & Suryadi (2017) which showed that body image has a significant effect on self-confidence, and

social media is one of the triggers for negative body image. Yulianti & Fitria's (2018) research also confirmed that the relationship remains significant in the context of pesantren, even with the minimal influence of external media, so that internal factors such as self-acceptance still play a major role. From an international perspective, Jones (2004) in his research shows that body image in adolescents, especially girls, is related to low self-confidence and increased risk of psychological disorders. Similarly, Harter (1999) states that body image is one of the main domains of self-esteem in adolescence, and dissatisfaction with the body will have a negative impact on overall self-confidence.

In addition to body image, the aspect of self-confidence is also an important variable that affects adolescent development. Lauster (2002) states that self-confidence is a belief in one's own abilities so that individuals are not easily influenced by others, able to act as they wish, be optimistic, tolerant, and responsible. Goldsmith (2010) added that self-confidence is a condition when individuals dare to get out of their comfort zone, believe in their abilities, and are able to enjoy life. Ghidron & Ristawita (2010) reinforce this view by stating that individuals with high self-confidence tend to appear calmer, less fearful, and consistently show a positive attitude in everyday life.

In a psychological context, the relationship between body image and self-confidence becomes even clearer adolescents who have a positive view of their body tend to have higher self-confidence (Agustin & Rizal 2022). In contrast, adolescents with a negative body image often feel inferior, fear criticism, and are reluctant to socialize. This condition makes guidance and counseling very important. According to Prayitno (2012), guidance is a process of providing direction to help individuals develop their potential optimally, while counseling is an in-depth process between a counselor and an individual or group in solving emotional or behavioral problems. Guidance is preventive while counseling is more curative, but both aim to improve individual well-being and self-understanding.

Based on the description above, it can be understood that body image and self-confidence are two psychological aspects that are closely interrelated. Although several studies have demonstrated a relationship between body image and self-confidence, most of these studies have focused on specific contexts, such as adolescent girls in public schools (Putri, 2019; Saraswati & Suryadi, 2017) or Islamic boarding schools (Yulianti & Fitria, 2018). International research (Jones, 2004; Harter, 1999; Grogan, 2008) also highlights the importance of body image in adolescent psychological development, but there is limited research in Indonesia that links this issue to the implications for guidance and counseling in a more comprehensive manner. Therefore, this study is important to analyze the relationship between body image and adolescent self-confidence while emphasizing the role of guidance and counseling services in helping adolescents develop a positive body image and enhance their self-confidence. Therefore, the results of this study are expected to provide both theoretical and practical contributions to the development of the psychological well-being of Indonesian adolescents.

Method

This study examines the effect of body image on self-confidence among students at Smp 9 PGRI Jakarta. This is a quantitative descriptive study using a simple linear regression approach to determine the extent of the effect between the two variables. The population in this study consists of all 240 students at SMP 9 PGRI Jakarta. Hypothesis testing in this study uses simple linear regression techniques with the assistance of IBM SPSS Statistics 20 software. The purpose of hypothesis testing is to test the regression between the two variables body image and self-confidence and to validate the formulated hypotheses.

Participants

In this study were students at SMP PGRI 9 JAKARTA with a total of 240 students. So, after the calculation, the sample size of the case was 138 respondents. Then the number of samples was determined in each class, by determining the proportion according to the number of students who were careful.

Sampling Procedures

Determining sample criteria is very helpful for researchers to reduce bias in research results, especially if there are control variables that have an influence on the variables studied. To determine the large sample used the Slovin formula Delivering approval of the research title as an introduction to the letter of request for permission to conduct research to the Principal of SMP PGRI 9 JAKARTA to conduct research at SMP

PGRI 9 JAKARTA which has been approved by supervisor 1 and supervisor 2. The researcher submitted a letter of request for permission to conduct research to the TU section of SMP PGRI 9 JAKARTA to conduct research at SMP PGRI 9 JAKARTA. The research was carried out at SMP PGRI 9 JAKARTA. After the research was conducted, the researcher explained to the respondents about the objectives, benefits, research procedures, and time contracts and asked for informed consent. After agreeing to the research, respondents who agreed were asked to sign a statement of willingness to become respondents. Furthermore, the researcher distributed questionnaires to respondents, then the researcher explained how to fill out the questionnaire to respondents, giving respondents the opportunity to ask questions if there was any information that was not clear. Then the questionnaire was filled out by the respondents by giving a cross (X) on the list of questions available in the questionnaire. Then the researcher re-checked the questionnaire that had been filled out by the respondents to anticipate if there were questions that had not been answered by the respondents to complete them immediately. Then the questionnaires that have been filled out completely are collected by the researcher for further data processing. So, after the calculation, the sample size of the case was 138 respondents. Then the number of samples was determined in each class, by determining the proportion according to the number of students who were careful. The number of samples for each class was obtained using the following formula.

Instruments

Data collection was conducted in grades 8,9,10 with a sample size of 211 students. Data collection was conducted by distributing questionnaires directly at the school and all data results depend on the honesty of the respondents. The research results consist of general data and specific data. General data includes age, gender, class, and BMI (Body Mass Index). Based on the cross-tabulation results in table 5.9 from 211 respondents, it was found that positive body image with high self-confidence levels were 40 respondents (70.2%), positive body image category with low self-confidence levels were 17 respondents (29.8%). While negative body image with high self-confidence levels were 3 respondents (3.7%), negative body image category with low self-confidence levels were 78 respondents (96.3%). Based on the data above with the chi square test using the SPSS version 25 program with a confidence level of 95%, a 0.05, a calculation was carried out to determine whether there was a relationship between the independent variables and the dependent variables, the results obtained p value = $0.000 < a$ (0.05). If p value $<a$ (0.05) means there is a relationship between body image and self-confidence levels, this shows that 0.000 is smaller than 0.05. Thus H, is accepted and Ho is rejected, it can be concluded that there is a Relationship Between Body Image and Self-Confidence Levels. Students of SMP PGRI 9 Jakarta.

Procedures

Type of Research. This study uses a quantitative method with a correlational approach to determine the relationship between body image and self-confidence levels in research subjects. Research Subjects The subjects of this study were junior high school PGRI Jakarta aged 13-16 years. The sampling technique used was purposive sampling with certain criteria, such as: Active as students, not having significant psychological disorders, Willing to be respondents. Research Instruments The instruments used in this study were: Body Image Scale: Using a previously adjusted and validated measuring instrument Self-Confidence Scale: Using a self-confidence scale data Collection Procedure The researcher distributed informed consent to respondents to obtain approval to participate. After obtaining approval, respondents filled out body image and self-confidence questionnaires online and offline. Data was collected over a certain period of time. Data Analysis The collected data will be analyzed using the Pearson Product Moment or Spearman Rank correlation test. The analysis was carried out with the help of statistical software such as SPSS. Research Ethics This research upholds the principles of confidentiality, privacy, and participant voluntariness. All data will be used only for research purposes and stored securely.

Data Analysis

Univariate Analysis This analysis is used to describe the relationship between body image and adolescent self-confidence. The frequency distribution in this study for categorical data is as follows: age, gender, class. Bivariate Analysis The bivariate analysis in this study is to determine the influence of two variables including independent variables and dependent

variables. In this study. Bivariate analysis is used to determine the relationship between body image and self-confidence levels in adolescents using the chi-square test. This test is used to determine the relationship between variables that have categorical data. Categorical data or variables generally contain nominal and ordinal data scales. If the p value is significant <0.05 then H1 is accepted and Ho is rejected, meaning that there is a relationship between body image and adolescent self-confidence, while p is significant > 0.05 then H. is rejected and Ha is accepted, meaning that there is no relationship between body image and adolescent self-confidence.

Results and Discussion

The research and discussion were carried out based on data obtained through questionnaires that had been carefully designed and distributed to respondents, namely adolescent students of SMP PGRI 9 Jakarta. The analysis of the collected data not only highlighted the patterns of body image and self-confidence among adolescents but also revealed the strength of the relationship between these two variables, providing valuable insights for the development of counseling guidance programs in schools.

Tabel 1. Coefficient of Determination Result (Modal Summary)

R	R Square	Adjusted Square	Std. Error of the Estimate
,58	,333	,33	10,88

The results of the regression analysis in the table show that the correlation coefficient (R) value is 0.577, which means there is a fairly strong relationship between body image and self-confidence. The R Square value of 0.333 indicates that the body image variable is able to explain 33.3% of the variation in students' self-confidence, while the remaining 66.7% is influenced by other factors outside this study. The Adjusted R Square value of 0.329 confirms that the model used is quite good at predicting the relationship between the two variables, with a standard error of estimate of 10.881 which is still within reasonable limits for social research. This finding indicates that body image has a significant contribution to students' self-confidence levels.

Tabel 2. Regression Equation Result (Coefficients)

	Unstandardized	Coefficients St. Error	Standardized Coefficients Beta	t	Sig
(constant)	20,142	4,083		4,933	<,001
Body image	,579	,065	,577	8,905	<,001

Y=20.142+0.579

Based on the equation above, the constant value is known to be 20.142. Systematically, this constant value states that when social interaction <,001, then body image has a value of 20.142. The positive value (0.579) contained in the regression coefficient of the independent variable illustrates that the direction of the relationship between the independent variable and the dependent variable is unidirectional, where each increase in the unit of the online game variable will cause an introduction to social interaction. From the output above, it can be seen that the t-count value is 8.905 with a significant value of <,001 <0.05 so that it can be concluded that the body image has an influence on the self-confidence.

Tabel 3. Regression Analysis Result (ANOVA)

	Sum of Squares	DF	Mean Square	F	Sig
Regression	9389,241	1	9389,241	79,303	<,001
Residual	18825,231	159			
Total	28214,472	161			

The significance test table above is used to determine the level of significance or linearity of the regression. The criteria can be determined based on the significance value test (sig), with the provision that if the sig value is > 0.05. This can be interpreted that without the body image factor, learning interest can be formed in real terms by 32.31 units (Rahman, 2021). Based on the table above, the sig value <0.05 means that sig <from the significance criteria (0.05) thus the regression equation model based on the research data is significant, or the regression equation model meets the criteria. So, it can be concluded that the body image has an influence on the self-confidence.
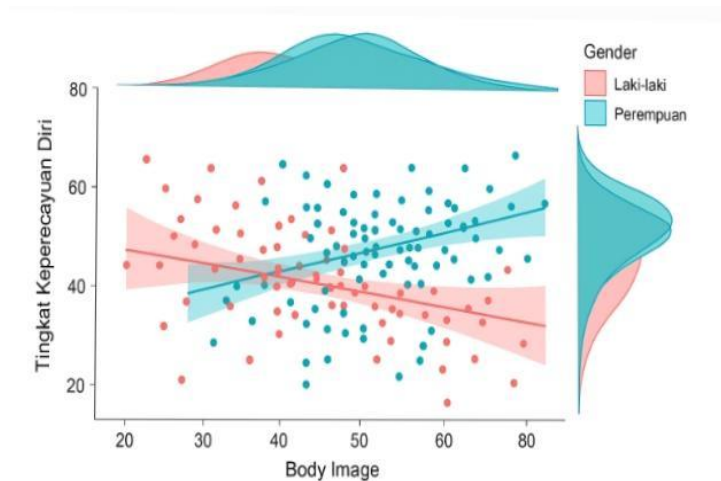

Image 1. Body Image – Self-Confidence by Gender

Because body image is only one factor that influences self-confidence, and students may have other strengths that cover up or balance negative views about their bodies. Indicate that Ho is rejected Ha is accepted. Based on the results of the study at SMP PGRI 9 Jakarta obtained by both variables have been processed using the SPSS version 29 application to 211 respondents. This study aims to determine the influence on body image and self-confidence in students at SMP PGRI 9 Jakarta. This is in accordance with research conducted by Rofiatul Khikmah, (2019) which shows that most teenagers have a negative body image of 193 people (56.2%), which means that most teenagers still have a negative perception of their body image and still need efforts to improve the assessment of individual appearance to be positive.
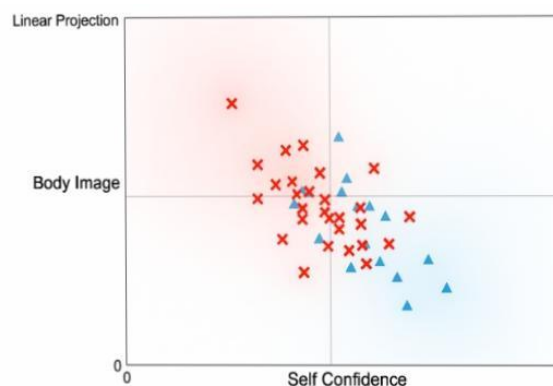

Image 2. Body Image by type

This is in accordance with the theory of Cash & Pruzinsky (2002) who argue that body image is an evaluation or assessment of an individual's assessment of themselves. Based on the table of significance values of <0.001 <0.05 which means Ha is accepted. Shows that body image has a simultaneous and significant effect on self-confidence behavior in students at SMP PGRI 9 Jakarta. This study also obtained an Adjustment R Square of 0.329 which means that the body image variable has an influence of 32.9% on self-confidence behavior. This value can be interpreted that when the body image factor is equal to zero, the learning interest factor that can be formed is 32.31 units. This can be interpreted that without the body image factor, learning interest can be formed in real terms of 32.31 units (Rahman, 2021). In addition, a positive body image that adolescents have will form a positive perspective in assessing weaknesses and shortcomings, and will form a sense of accepting themselves as they are (Hasmalawati, (2017). Fear of missing out has an influence of 5.6% on self-confidence. Adolescents have more high Fear of missing out (56%) and do phubbing (51%). According to research conducted by Rofiatul Rokhimah, (2019) which showed that the majority of respondents had a low self-confidence category, as many as 197 people (57.3%). These results are in line with the research of Syahputra et al. (2024), which found that psychological factors such as social media addiction are also correlated with relational aggression behavior among students. This indicates that both internal and external factors related to an individual's psychology (such as body image and social media addiction) contribute to how individuals behave, both in building self-confidence and in establishing social relationships.

It can be concluded that a person tends to be less able to adjust preferring not to be selfish. This shows that self-confidence behavior is very disruptive to students in the learning process at school and outside school. The results of a study conducted by Farida (2014) showed that 25% of adolescent self-confidence was in the medium category and 75% of adolescent self-confidence was in the low category. According to Putri (2015) 9.7% were in the very high category, 24.2% in the high category, 37.1% in the medium category, 22.6% in the low category, and 6.5% in the very low category. Based on a survey from Yahoo! Health (Mutia Nugraheni, 2016) in Parenting Dream.co.id around 1,993 adolescents and adult women aged 13-64 years began to feel ashamed and less confident about their physical changes. As many as 60% of them said. Their first experience of being ashamed of their bodies, because of negative comments from friends or relatives.

During adolescence, there are many changes experienced, including biological, physical, cognitive, and socio-emotional changes (Santrock, 2012). Biological changes that occur can be seen in changes in physical condition, cognitive changes can be seen in socio-emotional changes related to interactions and a person's personality in the social environment (Rombe, 2014). Self-confidence is one aspect of an individual's personality that can affect their quality of life (Lauster, 2002). Self-confidence can also be interpreted as the belief that an individual has in their abilities. which is owned and not easily influenced by others. Wiranatha & Supriyadi (2015) explain that self-confidence is one of several aspects of personality that plays an important role in growth and development during adolescence. Putri and Darmawanti (2015) explain the phenomenon of current developments, many teenagers are found to be experiencing a crisis of self-confidence, this can be a fairly serious problem among adolescent. Exploring the role of social media (platform & content) Focus: The effect of platform type (Instagram, TikTok, YouTube) and content type (fitness, fashion, body-positive, influencer) on body image and self-confidence. Adolescents form an image of themselves based on how they think others see them. This study reminds parents to be wiser in commenting on their children's physical appearance, because poor body perception can reduce children's self-confidence. Parents are expected to be able to support and build a positive body image in the family. For Schools. Schools can create activities or programs that foster self-confidence and appreciate the diversity of students' body shapes, such as seminars, body positivity campaigns, or extracurricular activities that strengthen self-esteem.

Conclusion

The findings of this study indicate that self-efficacy has a significant influence on adolescents' hedonistic lifestyles, although its contribution is only 39%. This indicates that self-efficacy is an important factor, but not the sole determinant, in explaining the tendency towards a hedonistic lifestyle, as 61% of the variation is influenced by factors outside this study. The practical implication of these findings is the need for guidance and counseling counselors in schools to integrate self-efficacy strengthening programs into their services. These programs could include training in decision-making skills, self-control, and strategies for resisting social pressures that could potentially encourage consumer behavior. From a policy perspective, the results of this study emphasize the importance of an educational curriculum that is not solely academically oriented but also considers the development of non-cognitive skills, such as financial literacy, emotional management, and self-regulation. Furthermore, preventing a hedonistic lifestyle in adolescents requires a comprehensive, multi-factorial approach. These efforts emphasize not only strengthening internal factors (self-efficacy) but also encompass external factors, such as peer influence, digital media, the family environment, and the prevailing consumer culture within society. Thus, holistic interventions are expected to be more effective in curbing hedonistic lifestyle tendencies in adolescents.

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