


The Influence of Body Image on Self-Confidence in Secondary School Students and Its Implications

Sintya Nur'aini^{1*}, Nurul Fajri², Rosada³

¹Guidance and Counseling, Universitas Indraprasta PGRI, Jakarta, Indonesia, ²Universitas Islam As syafi'iah, Jakarta, Indonesia, ³Asosiasi Asesmen Pendidikan, Banten, Indonesia.

sintyanuraini15@gmail.com*

<p>Revised: 2026-05-27</p> <p>Published: 2026-05-31</p> <p>Keywords: Body image; self confidence; guidance; counselling.</p> <p>Copyright holder: © Sintya Nur'aini (2026)</p> <p>This article is under:</p>  <p>How to cite: Nur'aini, S., Fajri, N., & Rosada (2026). The Influence of Body Image on Self-Confidence in Secondary School Students and Its Implications For Guidance and Counseling at Madrasah Tsanawiyah Negeri 2 Jakarta. <i>TheraEdu: Journal of Therapy and Educational Psychology</i>, 2(1), 9-18. https://doi.org/10.63203/021840000</p> <p>Published by: Asosiasi Asesmen Pendidikan</p> <p>E-ISSN: 3109-6190</p>	<p>ABSTRACT: This study aims to examine the influence of Body Image on Self Confidence among students at Madrasah Tsanawiyah Negeri 2 Jakarta. Using a quantitative descriptive approach with simple linear regression analysis, data were collected from 111 eighth-grade students through questionnaires measuring Body Image and self-confidence. The results showed a significant positive relationship between Body Image and Self Confidence ($p < 0.05$), with a regression coefficient of 0.789 and an R^2 value of 0.493. This indicates that 49.3% of the variation in Self Confidence is influenced by Body Image. The findings suggest that students with a more positive Body Image tend to have higher levels of self-confidence. The study highlights the importance of implementing guidance and counseling services in schools to support students' personal development, particularly in strengthening Self Confidence through Body Image awareness.</p>
--	--

INTRODUCTION

Social media, including platforms like Instagram, TikTok, and Snapchat, plays a significant role in shaping Body Image and Self Confidence among adolescents. Essentially, social media allows individuals to share photos, videos, and other content that are often edited or enhanced, creating unrealistic ideals of beauty and physical appearance. Research suggests that social media use can trigger often-negative social comparisons, where adolescents compare their own appearance to these edited or enhanced images, which can ultimately lead to body dissatisfaction (Fardouly et al., 2015).

Social media is like a double-edged sword, it brings many benefits to its users, but also has a negative impact if it is used excessively (Müller et al., 2016; Sandjaja & Syahputra, 2019; Syahputra et al., 2019), especially for mental and social well-being (Sagita & Sarsono, 2021). The study stated that the initial phenomenon that showed that respondents tended to be narcissistic, they would be interested and like to show off themselves on social media, especially on Instagram, excessively (Sesva et al., 2022; Syahputra et al., 2022).

Based on research results obtained by the Ministry of Women's Empowerment and Child Protection (KPPPA) of the Republic of Indonesia, 56% of Indonesian children, predominantly girls, experience a crisis of Self Confidence (Liputan6). Several research results state that the level of Self Confidence in adolescents is in the moderate category, only a small portion of adolescents have high Self Confidence (Tohirin, 2005). The results of Farida et al. (2014) show that 25% of adolescents' Self Confidence is in the moderate category, 75% of adolescents' Self Confidence is in the low category.

Self Confidence can be simply said as a person's belief in all aspects of his/her strengths and this belief makes him/her feel capable of achieving various goals in his/her life according to Hidayati, Burhani & Yusuf (2018). In agreement with the theory above, that Self Confidence is a belief and

attitude that an individual has towards his/her abilities, namely by accepting all things, both positive and negative, which are formed through a learning process aimed at his/her happiness Trimayati *et al.* (2023).

Lauster (in Ghufroon, 2012) defines self-confidence as gained from life experiences. Self-confidence is one aspect of personality that is a belief in one's own abilities so that one is not influenced by others and can act according to one's will, is happy, optimistic, quite tolerant, and responsible. Rini (in Yusnita, 2010) that self-confidence is a positive attitude of an individual that enables him to develop a positive assessment of both himself and the environment or situation he faces.

According to Santrock (2003: 474), one factor that can influence Self Confidence in adolescents is social support. Currently, Body Image issues are important for adolescents, especially young women. This problem is increasing due to several factors such as gender, age, mass media, family, and interpersonal relationships (Ifdil *et al.*, 2017). Many adolescent Self Confidence problems are caused by their physical appearance being considered unattractive. Starting from physical appearance, adolescents begin to form images and perceptions about their physical form, then move on to the physical appearance of other people, thus establishing body standards that must be met (Denich & Ifdil, 2015).

Body image problems in adolescents occur because adolescents are the group that experiences the most drastic changes, such as physical, emotional, cognitive, and social development, so that in their development, adolescents experience various psychological stress caused by adolescents having difficulty adapting to the growth and development they experience (Zhafirah & Dinardinata, 2020). The physical changes that occur cause various views regarding body image. Body image is a subjective imagination that a person has about their body, especially those related to the assessment of others, and how well their body should be adjusted to perceptions (Ifdil *et al.*, 2017).

Providing significant support and a positive body image will significantly impact self-confidence, enabling individuals to develop their potential and overcome challenges in life. This support includes emotional support, informative and instrumental appreciation, and social network support. Body image attitudes that support self-confidence include body satisfaction, self-acceptance, self-awareness, and confidence in relationships.

The prevalence of Body Image issues is as high as 53% of 13-year-old girls in the United States who are dissatisfied with their body shape, a figure that then jumped to 78% in a study of 18-year-old girls (Wisnusakti & Putra, 2022). Meanwhile, in Indonesia, in the city of Jakarta, 40% of girls aged 13-25 experienced a high level of negative Body Image and 38% experienced a moderate level of negative Body Image (Wisnusakti & Putra, 2022).

This research is very interesting and important to investigate because it can benefit students in improving their self-confidence. Through this research, we can identify factors that can help students improve their self-confidence. Therefore, I conducted this study to gain a deeper understanding of the influence of Body Image on Self Confidence in students at MTs Negeri 2 Ciganjur.

METHOD

Participants

The participants in this study were eighth-grade students from MTsN 2 Jakarta, with a total population of 241 students. The distribution across classes was as follows: Class 8.1 (31 students), Class 8.2 (30), Class 8.3 (30), Class 8.4 (29), Class 8.5 (31), Class 8.6 (29), Class 8.7 (30), and Class 8.8 (31). From this population, 111

students were selected as participants, consisting of 42 males (37.84%) and 69 females (62.16%). The participants represented a relatively homogeneous group in terms of educational level and age range. All participants were students aged approximately 13–15 years.

Sampling Procedures

The sampling technique used in this research was simple random sampling, chosen because the population was considered homogeneous. According to Sugiyono (2020) this technique allows each individual in the population an equal chance of being selected as part of the sample. The sample size was determined using Slovin's formula based on the total population of 241 students and rounded up to 100 respondents. However, the final number of participants who provided valid responses was 111 students. The sampling process was facilitated by the school's guidance and counseling teacher, who assisted in inviting students who were willing and capable of participating voluntarily. All participants took part without any monetary compensation or special agreement.

Materials and Apparatus

The instruments used in this study consisted of two main scales developed by the researcher: the Body Image Scale and the Self-Confidence Scale. The Body Image Scale was developed based on the theoretical framework of Cash & Pruzinsky (2002), which includes five aspects: appearance evaluation, appearance orientation, body area satisfaction, overweight preoccupation, and self-classified weight. This scale contained 32 items. The Self-Confidence Scale was constructed based on Lauster's theory (2012), covering six aspects: self-confidence, optimism, objectivity, responsibility, rationality, and realism, with a total of 43 items.

Both instruments used a four-point Likert scale to measure participants' levels of agreement with each statement. Prior to data collection, the instruments underwent validity and reliability testing. Validity was assessed using the item-total correlation method, with a minimum t-value of 0.254. Reliability was measured using Cronbach's alpha, yielding 0.854 for the Body Image Scale and 0.903 for the Self-Confidence Scale, both indicating high reliability (Sugiyono, 2020). The questionnaire was administered digitally using Google Forms, which ensured accessibility and convenience for respondents.

Procedures

This study employed a quantitative descriptive design, characterized by empirical, objective, and measurable data collection and analysis (Sugiyono, 2020). Data collection was conducted online during school hours under teacher supervision. Participants were informed about the research objectives and procedures before completing the questionnaire, and their participation was entirely voluntary. Informed consent was obtained digitally before the students proceeded to answer the questions. The independent variable in this study was Body Image (X), while the dependent variable was Self-Confidence (Y). The researcher worked collaboratively with the guidance and counseling teacher to ensure the smooth implementation of data collection.

Design or Data Analysis

This study used a quantitative research approach with simple linear regression analysis as the main statistical technique. This method was chosen to examine the effect of Body Image (independent variable) on Self-Confidence (dependent variable). Before performing regression analysis, the data were tested for normality using the Kolmogorov-Smirnov test and for linearity to ensure that statistical assumptions were met. Because these assumptions were satisfied, simple linear regression was deemed appropriate for hypothesis testing. All statistical analyses were performed using IBM SPSS 20.

RESULTS AND DISCUSSION

Results

Based on the results of the body image questionnaire distributed to 111 students at Madrasah Tsanawiyah Negeri 2 Jakarta, which consisted of 32 statement items, the minimum score obtained was 65.00 and the maximum score was 119.00. The mean score was 87.85, with a standard deviation of 12.561. These statistical values were used as the basis for categorizing the body image data, as presented in Table 1.

Table 1 : Categorizations of *Body Image*

Interval Score	Ctegrory	Frequency	%
104 – 128	Very High	16	14,41%
80 – 103	High	66	59,46%
56 – 79	Low	29	26,13%
32 - 55	Very Low	0	0,00%
Score		111	100%

Based on the table above, it can be seen that the majority of respondents, namely 66 individuals (59.46%), fall into the high category, indicating that most respondents have a positive Body Image. A total of 16 individuals (14.41%) are in the very high category, while 29 individuals (26.13%) are in the low category. There are no respondents in the very low category. Thus, it can be concluded that, in general, the respondents' Body Image falls into the high category.

Based on the results of the self-confidence questionnaire distributed to 111 students at Madrasah Tsanawiyah Negeri 2 Jakarta, which consisted of 43 statement items, the minimum score obtained was 97.00 and the maximum score was 165.00. The mean score was 126.30, with a standard deviation of 14.117. These statistical values were used as the basis for categorizing the self-confidence data, as presented in Table 2.

Table 2 : Categorizations of *Self Confidence*

Interval Score	Ctegrory	Frequency	%
139 – 172	Very High	23	20,72%
107 – 138	High	79	71,17%
75 – 106	Low	9	8,11%
43 - 74	Very Low	0	0,00%
Score		111	100%

Based on the table above, the majority of respondents fell into the "High" category, with a total of 79 individuals (71.17%). Additionally, 23 respondents (20.72%) were categorized as having "Very High" self-confidence, while 9 respondents (8.11%) were in the "Low" category. No respondents were found in the "Very Low" category. The findings indicate that the majority of respondents exhibit a high to very high level of self-confidence. To test the hypothesis, this study employed normality and linearity tests, followed by a simple linear regression analysis. The results of the normality test, conducted using SPSS version 20, are presented in Table 3.

Table 3 : Normality Test of Variables x and y

One-Sample Kolmogrov-Smirnov Test			
		<i>Body Image</i>	<i>Self Confidence</i>
N		111	111
Normal Parameters	Mean	87,85	126,30
	Std.Deviation	12,561	14,117
Most Extreme Differences	Absolute	0,076	0,066
	Positive	0,076	0,066
	Negative	-0,045	-0,044
Kolmogorov-Smirnov Z		0,805	0,693
Asymp. Sig. (2-tailed)		0,536	0,724

Based on the table above, which was generated through analysis using SPSS version 20, the significance value for the Body Image variable is 0.536, and for the Self Confidence variable is 0.724. As both

values exceed the 0.05 significance threshold, it can be concluded that the data for both variables are normally distributed. Therefore, the assumption of normality is fulfilled, allowing for the application of parametric statistical tests. The results of the linearity test are presented in Table 4.

Table 4 : Linearity Test of Variables x and y

ANOVA Table			Sum of Square	df	Mean Square	F	Sig
Self Confidence* Body Image	Between Groups	(Combined)	15908,35	42	378,77	4,282	0,000
		Linearity	10815,21	1	10815,21	122,27	0,000
		Deviation from Linearity	5093,14	41	124,22	1,404	0,106
	Within Groups		6014,83	68	88,45		
	Total		21923,18	110			

Based on the ANOVA test results obtained using SPSS version 20, it was found that there is a significant difference between the Body Image variable and Self Confidence, with a significance value of 0.000 ($p < 0.05$) and an F-value of 4.282. The linearity test indicates a significant linear relationship between the two variables, with a significance value of 0.000 and an F-value of 122.27. Furthermore, the Deviation from Linearity shows a significance value of 0.106 ($p > 0.05$), indicating no significant deviation from linearity. Therefore, it can be concluded that there is a significant linear relationship between Body Image and Self Confidence.

Table 5 : Simple Linear Regression Test Results

ANOVA Table					
Model	Sum of Square	df	Mean Square	F	Sig
Regression	10815,212	1	10815,212	106,127	,000 ^b
1 Residual	11107,977	109	101,908		
Total	21923,189	110			

Based on the regression ANOVA table generated using SPSS version 20, the F-value is 106.127 with a significance level of 0.000 ($p < 0.05$). This result indicates that the regression model significantly explains the influence of the independent variable on the dependent variable. Therefore, it can be concluded that Body Image has a significant effect on Self Confidence.

Table 6 : Coefficient Table

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	
	B	Std. Error	Beta			
1	(Constant)	56,948	6,800		8,375	0,000
	Body Image	0,789	0,077	0,702	10,302	0,000

Based on the regression analysis results generated using SPSS version 20, the Body Image variable has a positive and significant effect on Self Confidence. This is indicated by the unstandardized coefficient of 0.789 with a significance value of 0.000 ($p < 0.05$). This means that for every one-unit increase in Body Image, Self Confidence increases by 0.789 units. Furthermore, the t-value of 10.302 confirms the significance of this effect. The standardized Beta coefficient of 0.702 indicates that Body Image has a strong contribution to the variation in Self Confidence.

Table 7 : Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,702 ^a	,493	,489	10,095

Based on the regression analysis results obtained using SPSS version 20, the correlation coefficient (R) is 0.702, indicating a strong relationship between Body Image and Self Confidence. The R Square value of 0.493 means that 49.3% of the variance in Self Confidence can be explained by Body Image, while the

remaining 50.7% is influenced by other variables not included in the model. The Adjusted R Square value of 0.489 indicates that the model remains stable after adjusting for the number of predictors and sample size. The standard error of the estimate is 10.095, reflecting the average distance between the observed and predicted values.

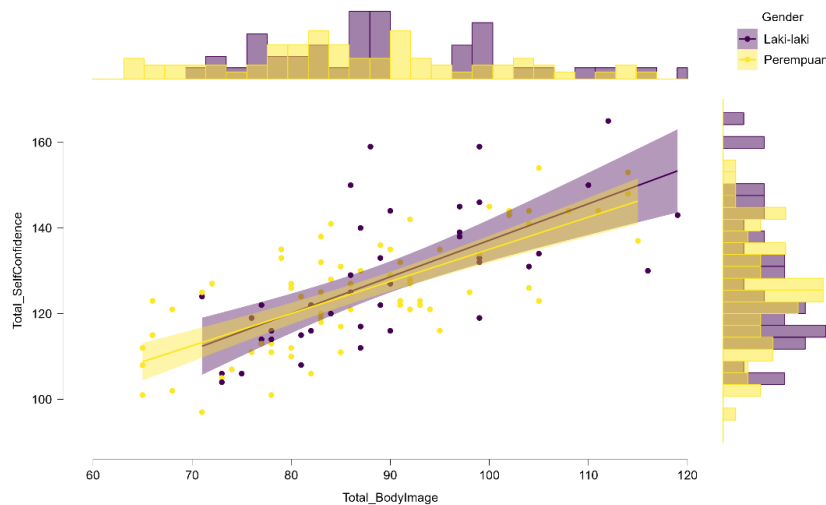


Figure 1 : Scatter Plot of *Body Image* and *Self Confidence*

This scatter plot, accompanied by marginal histograms, provides a detailed visualization of the relationship between Total Body Image and Total Self-Confidence, categorized by gender—with purple representing male students and yellow representing female students. Each dot on the plot corresponds to an individual participant, showing their respective scores on body image (x-axis) and self-confidence (y-axis). The overall pattern reveals a positive correlation between the two variables for both genders, as shown by the upward-sloping regression lines. This means that students who have a more positive perception of their body image tend to also report higher levels of self-confidence.

Interestingly, the regression line for male students appears slightly steeper than that for female students, which suggests that the influence of body image on self-confidence may be somewhat stronger in males. The shaded areas around the lines represent the confidence intervals, indicating the degree of uncertainty or variability around the predicted trend. Narrower intervals suggest more consistent data, while wider intervals reflect greater variability. The histograms placed at the top and right margins of the graph further support this analysis by displaying the distribution of scores. At the top, the histogram shows how body image scores are spread among male and female students. At the right, the histogram displays the spread of self-confidence scores. From these histograms, we can observe that both genders have a fairly wide range of scores, though females appear to have slightly more varied self-confidence levels compared to males.

In conclusion, the plot illustrates that both male and female students with higher body image scores tend to have greater self-confidence, with a slightly stronger effect observed among males. This supports the idea that body image plays a significant role in shaping students' self-confidence, making it a relevant factor to consider in educational and counseling settings. Previous research by Frisca *et al.* (2023) titled "The Relationship Between Body Image and Self Confidence Among Ninth Grade Students at SMP Negeri 25 Pekanbaru", published in the *Journal of Education and Counseling*. Their study, which involved ninth-grade students and used a survey method with questionnaires, found a positive and significant relationship between Body Image and self-confidence, with a correlation value of 0.248 and a probability value of 0.002.

Overall, The analysis shows a positive relationship between Body Image and self-confidence, where students with a more positive Body Image tend to have higher self-confidence. Gender differences are also noted, with female students scoring higher. This highlights the importance of Body Image in developing adolescent self-confidence.

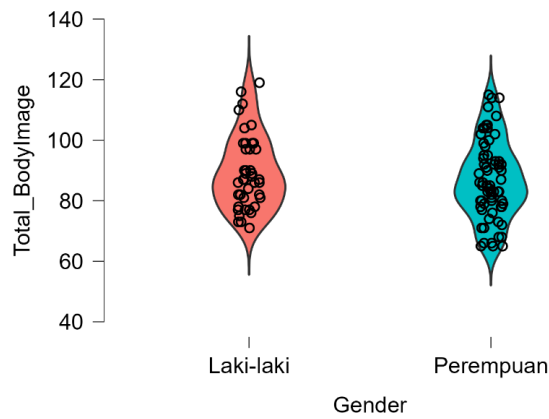


Figure 2 : Violin Plot of *Body Image*

The violin plot above illustrates the distribution of Body Image scores based on gender. Overall, both male and female students exhibit a relatively similar range of scores; however, there is a tendency for male students to have higher Body Image scores compared to their female counterparts. This is reflected in the wider distribution at the upper score range among males. Furthermore, the plot indicates considerable individual variation within each group, highlighting the diverse personal perceptions of Body Image among students.

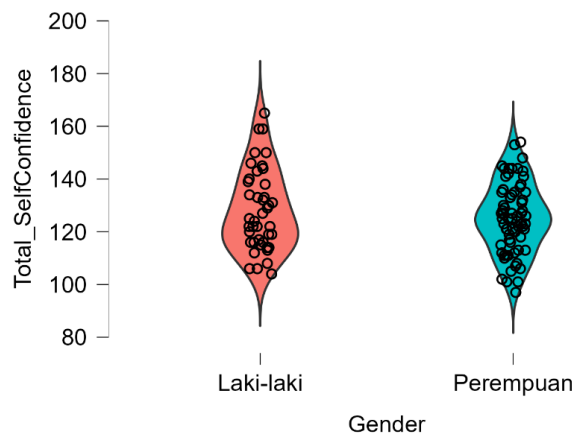


Figure 3 : Violin Plot of *Self Confidence*

The violin plot above illustrates the distribution of Self Confidence scores by gender. In general, both male and female students exhibit a wide range of scores; however, there is a tendency for male students to have higher Self Confidence levels compared to female students. This is evident from the broader distribution in the higher score range among males. In contrast, the distribution among females appears more concentrated around the mid-range scores. These findings indicate a gender-based difference in Self Confidence levels, along with substantial individual variation within each group.

Discussion

Based on the results of the research conducted at Madrasah Tsanawiyah Negeri 2 Jakarta, data were collected from 111 respondents and processed using SPSS version 20 for two variables: Body Image and self-confidence. This study aimed to examine the influence of Body Image on Self Confidence among students at Madrasah Tsanawiyah Negeri 2 Jakarta. The results of the data analysis showed that Body Image has a significant effect on self-confidence. The significance value obtained was 0.000, and the linear regression is

represented by the equation $Y = 47.391 + 0.789X$. According to the regression table, the significance value of 0.000 is less than 0.05, indicating that H_1 is accepted. This means that Body Image has a positive and significant effect on Self Confidence among the students. The study also yielded an Adjusted R Square value of 0.489, indicating that Body Image contributes 48.9% to the variation in self-confidence, while the remaining 51.1% is influenced by other factors outside the scope of this study.

Similarly, a study by Wibawani (2016) involving 220 junior high school students aged 12 to 15 years found a relationship between social support and Self Confidence in adolescents. The study revealed that 34.81% of parental social support was associated with self-confidence. Early adolescents in junior high school showed a high level of parental support (84%) and a high level of Self Confidence (69.9%).

Another relevant study was conducted by Syalsadila & Nawangsih (2022), titled "The Influence of Body Image on Self Confidence Among Female Adolescents Using TikTok". Using simple linear regression analysis, the study showed that Body Image had a significant and positive effect on Self Confidence among female TikTok users in Bandung. The effective contribution of Body Image to Self Confidence in this study was 21.6%. The findings indicated that the more positive a person's Body Image, the higher their self-confidence, and conversely, a more negative Body Image is associated with lower Self Confidence (Tambunan, Rini, & Pratitis, 2021). The results also suggested that female adolescents in Bandung are aware of and understand the proper and responsible use of TikTok as a social media platform

In a study conducted by Inayah (2021) entitled "The Influence of Peer Support and Body Image on Self Confidence Among 11th Grade Female Students at MAN 2 Pati", it was found that both Body Image and peer support have a significant impact on students' self-confidence. The significance value of the relationship between the two variables was 0.000, which is less than 0.05, indicating a statistically significant relationship. Female students tend to feel more confident when they have a positive Body Image and receive strong support from their peers. Conversely, a lack of peer support and negative perceptions of their body may lead to decreased Self Confidence among students.

Implication

Therefore, the implications of guidance and counseling are crucial in efforts to enhance students' self-confidence. Through services such as classroom guidance, group counseling, individual counseling, and information services, students can receive emotional, social, and academic support, as well as assistance in identifying and developing their personal potential (Prananda & Christiana, 2020). Thus, guidance and counseling serve as valuable interventions to foster students' Self Confidence and equip them with essential life skills (Fajri *et al.*, 2023; Syahputra *et al.*, 2022).

Moreover, the results of this study indicate that school guidance and counseling services play a crucial role in enhancing students' self-confidence through the development of a healthy body image. Counselors can assist students in understanding and appreciating their physical uniqueness through informational sessions, self-exploration activities, and emotional support. These services help reduce negative comparisons with others and unrealistic beauty standards, which often undermine students' confidence. By integrating body image awareness into counseling programs, schools can promote self-acceptance and empower students to build a positive self-concept, ultimately supporting their emotional well-being and academic achievement.

CONCLUSIONS

This study demonstrates a significant influence of body image on students' self-confidence. The more positive the body image, the higher the level of self-confidence. These findings are consistent with previous research, which has shown that body image plays a key role in shaping adolescents' self-esteem and adaptive behavior. In the context of students at Madrasah Tsanawiyah Negeri 2 Jakarta, this is particularly relevant,

as adolescence is a critical period for identity formation. Therefore, the results of this study may serve as a foundation for school counselors to design structured programs aimed at improving body image and enhancing students' self-confidence.

Despite its contributions, this study has several limitations, including time constraints, limited depth of responses due to the use of questionnaires, and a narrow focus on only two variables. These limitations restrict the extent to which the findings can be generalized. For future research, it is recommended to examine additional variables that may influence self-confidence, such as social support, peer pressure, or the impact of social media. Furthermore, employing qualitative or mixed-method approaches could provide a deeper understanding of students' subjective experiences related to body image and self-confidence.

ACKNOWLEDGEMENTS

With sincere gratitude, the author acknowledges all individuals and institutions who provided support, guidance, and contributions throughout the preparation of this article. Special appreciation is extended to the academic advisor, colleagues, Universitas Indraprasta PGRI, and all teachers and students of Madrasah Tsanawiyah Negeri 2 Jakarta for their valuable assistance and participation in the research process.

REFERENCES

- Cash, T. F., & Pruzinsky, T. (2002). *Body Image: A Handbook of Theory, Research, and Clinical Practice*. New York: The Guilford Press.
- Denich, A. U., & Ildil, I. (2015). Konsep Body Image Remaja Putri. *Jurnal Konseling Dan Pendidikan*, 32(5), 55–61.
- Fajri, G., Ginting, E., & Simanjuntak, M. P. (2023). The Effect of the Project Based Learning-STEM Model on Students Critical and Creative Thinking Skills. *Proceedings of the 8th Annual International Seminar on Transformative Education and Educational Leadership*, 9(3), 244–255. <https://doi.org/10.4108/eai.19-9-2023.2340544>
- Fardouly, J., Diedrichs, P. C., Vartanian, L. R., & Halliwell, E. (2015). Social Comparisons on Social Media: The Impact of Facebook on Young Women's Body Image Concerns and Mood. *Body Image*, 13, 38–45. <https://doi.org/10.1016/j.bodyim.2014.12.002>
- Farida, N., Mugiarto, H., & Hartati, M. S. (2014). Meningkatkan Kepercayaan Diri Remaja Putri Melalui Layanan Penguasaan Konten Teknik Role Playing. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 3(1), 1–10. <https://doi.org/10.15294/ijgc.v3i1.3743>
- Frisca, J., Umar, T., & Khadijah, K. (2023). The Relationship Between Body Image and Self-Confidence Among Ninth Grade Students at SMP Negeri 25 Pekanbaru. *Jurnal Pendidikan Dan Konseling*, 5(2), 1202–1207. <https://doi.org/10.31004/jpdk.v5i2.13081>
- Ghufron, M. N. (2012). *Psikologi Epistemologis: Kepercayaan tentang Hakekat Pengetahuan dan Bagaimana Mengetahui Perspektif Psikologi*. Yogyakarta: Idea Press.
- Ildil, I., Denich, A. U., & Ilyas, A. (2017). Hubungan Body Image dengan Kepercayaan Diri Remaja Putri. *Jurnal Kajian Bimbingan Dan Konseling*, 2(3), 107–113. <https://doi.org/10.17977/um001v2i32017p107>
- Inayah, A. N. (2021). *The Influence of Peer Support and Body Image on Self-Confidence Among 11th Grade Female Students at MAN 2 Pati*. Thesis, Universitas Islam Negeri Walisongo Semarang.
- Lauster, P. (2012). *Tes Kepribadian*. Jakarta: Bumi Aksara.
- Müller, K. W., Dreier, M., Beutel, M. E., Duven, E., Giralt, S., & Wölfling, K. (2016). A Hidden Type of Internet Addiction? Intense and Addictive Use of Social Networking Sites in Adolescents. *Computers in Human Behavior*, 55, 172–177. <https://doi.org/10.1016/j.chb.2015.09.007>
- Prananda, T., & Christiana, E. (2020). Meningkatkan Kepercayaan Diri Melalui Layanan Konseling Individu Dengan Teknik Reframing. *Bimbingan Konseling*, 1(1), 11–21.

- Sagita, S. A., & Sarsono, S. (2021). Purchase Decisions From Social Media Marketing, Product Innovation, and Celebrity Endorser. *Almana: Jurnal Manajemen Dan Bisnis*, 5(1), 71–75. <https://doi.org/10.36555/almana.v5i1.1543>
- Sandjaja, S. S., & Syahputra, Y. (2019). Has a Fear of Missing Out Contributed to Phubbing Among Students? *International Journal of Innovation, Creativity and Change*, 5(6), 219–230.
- Santrock, J. W. (2003). *Adolescence Perkembangan Remaja*. Jakarta: Erlangga.
- Sesva, M., Syahputra, Y., & Erwinda, L. (2022). Predicting Social Media Addiction in Adolescent with Narcistic Variables: Predicting Social Media Addiction in Adolescent with Narcistic Variables. *Journal of Learning and Instructional Studies*, 2(2), 13–20. <https://doi.org/10.46637/jlis.v2i2.19>
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Sutopo (ed.); Edisi Ceta). Alfabeta Bandung.
- Syahputra, Y., Ildil, I., Hafni, M., Solihatun, S., Oktara, T. W., & Erwinda, L. (2022). Narcissism and Social Media Addiction: Gender, Social Demographics, and Social Media Use. *COUNS-EDU: The International Journal of Counseling and Education*, 7(2), 69–79. <https://doi.org/10.23916/0020220736310>
- Syahputra, Y., Prayitno, P., Syahniar, S., Karneli, Y., & Hariyani, H. (2019). Rasch Stacking Analysis of Student Internet Addiction Based on Gender. *Jurnal Konseling Dan Pendidikan*, 7(1), 35–41. <https://doi.org/10.29210/129300>
- Syalsadila, D. A., & Nawangsih, E. (2022). The Influence of Body Image on Sel Confidence Among Female Adolescents Using TikTok. *Bandung Conference Series: Psychology Science*, 326–334. <https://doi.org/10.29313/bcpsps.v2i3.3022>
- Tohirin. (2005). *Psikologi Pembelajaran Pendidikan Agama Islam*. Jakarta: PT. Grafindo Persada.
- Trimayati, R. H., Sholichah, I. F., & Alfinuha, S. (2023). Perbandingan Tingkat Kepercayaan Diri Ditinjau dari Jenis Kelamin pada Siswa SMA Negeri 1 Cerme. *Jurnal Penelitian Dan Pemikiran Psikologi*, 18(1), 42–48. <https://doi.org/10.30587/psikosains.v18i1.5315>
- Wibawani, N. A. (2016). *Hubungan antara Dukungan Sosial Orang Tua dengan Kepercayaan Diri pada Remaja Awal*. Thesis, Universitas Muhammadiyah Surakarta.
- Wisnusakti, K., & Putra, Y. K. Y. (2022). Hubungan Citra Tubuh dengan Pola Makan pada Remaja Putri: Literatur Review. *Jurnal Ilmiah Multi Disiplin Indonesia*, 1(9), 1210–1220.
- Zhafirah, S., & Dinardinata, A. (2020). Hubungan antara Citra Tubuh dengan Harga Diri pada Siswi SMA Kesatrian 2 Semarang. *Jurnal Empati*, 7(2), 728–734. <https://doi.org/10.14710/empati.2018.21705>